



# **Your Future Ahead:**

## **Advising Program Tool Kit**



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## Advising Program Tool Kit

### Mentoring/Advising Framework

***“What is counseling? Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”***

American Counseling Association, 2008

### The Importance of Counseling

Secondary students (grades 6-12) experience a wide range of emotions as they strive to establish a unique identity through which they filter social and emotional issues. Psychologist Erik Erikson terms this phase, which spans from age 12-19, as Fidelity: Identity vs. Role Confusion. Beginning at age 12, children become concerned with how they appear to others. As they transition from childhood to adulthood, children also examine their values and compare them to those of others. Erikson also believes that a sense of competence motivates children’s behavior and actions. During this critical stage of development, students need guidance from caring adults. We must make it a priority to advise students in the various areas of their life by helping them weigh their decisions and carefully consider their options.

### Focus on the Essentials

According to Maslow’s *Hierarchy of Human Needs*, a person needs to have a sense of safety and belonging in order to be successful and reach his full potential. If basic needs aren’t being met, academics, work, planning for the future, and self-actualization are at the bottom of the priority list. This is especially true if a student does not have a caring adult with whom to connect. Students in middle school and high school especially can “feel insignificant, unknown or even lost” (Schanfield, 2010) which can greatly affect the students’ ability to experience successes. Mentoring and advising programs can be very positive, very powerful ways to help address the needs of these students. When students enter the school building they must be met with a positive learning environment that has been intentionally designed by the administrators, teachers, staff, and school community. The student advising program can be the model program that helps to create this atmosphere. A good advising program can unite students, staff, parents, the community, businesses, and higher education to make the most of a student’s educational experience.

In addition to academic guidance, secondary students need opportunities to identify and explore personal and social goals for adulthood. As students transition from elementary school to middle school, and middle school to high school, they will be faced with increasingly complex issues and



decisions. How they approach these issues and what decisions they make can have lasting impact on their academic, social, emotional and physical development. As schools have become extremely busy places, it is not only the responsibility of the guidance counselor to help guide students through these stages, but also the responsibility of each teacher and each caring adult with whom the child comes into contact.

Current research on advising /mentoring programs has shown that a well developed, comprehensive program can also serve to reduce dropout rates, raise graduation rates and help pave the way for students to seek post-secondary pursuits after high school (Schanfield, 2010; Hodges, 2010).

### **The Background of the Development of the Advising Toolkit**

Our goal in Kentucky is to see that every child is [proficient and prepared for success](#). National research shows that education reform is moving towards smaller learning communities, more student-centered school experiences, more personalized programs with support services and increased intellectual rigor. The establishment of advising and mentoring programs in secondary schools is essential to Kentucky's mission of increasing student success. Research shows that if schools create safe, supportive, and respectful learning environments that personalize young people's learning experiences, we can help them achieve more academic success. "The primary goal of [advisory programs] is to provide students with early awareness of the benefits of continuing their education" beyond high school, whether that be a two year or four year college or university experience or career certification (U.S. Department of Education, 2007). By having a caring adult as a mentor/advisor, students feel more connected to their school, and as a result tend to have a better educational experience. This advising relationship can result in reduced retention rates, decreased truancy and behavioral issues, increased test scores and graduation rates, as well as improved interpersonal relationships and workforce readiness.

### **Purposes of an Advising/Mentoring Program**

For an advising program to be successful, goals and outcomes need to be established. The advisory program can help students discover more about themselves, gain self-confidence, engage in their education and set goals for their future. A strong advising program should provide students the tools they need both academically and personally for success and encourage active participation in their school and community. It can also help them avoid obstacles that could prevent them from reaching their goals.

The U.S. Department of Education (2007) suggests that advising/mentoring programs should provide a range of services. A comprehensive program could include academic enrichment, information sharing, mentoring activities and social enrichment. Advising/mentoring programs need to begin at an early age with students, so programs should begin by middle school at the latest to have the most effect, especially with students of low socio-economic status and minority students (Malone, 2009 Fall).



## Model Design of an Effective Advising/Mentor Program

*Where are you on the road to developing an advising/mentoring program for your students? Where do you start?*

The most effective advising and mentoring programs are well designed and strive to best meet the needs of the students they serve. In doing so, the most effective programs will address the needs of students in three comprehensive domains:

- [Academic Development](#)
- [Career Development](#)
- [Personal/Social Development](#)

It is necessary to provide guidance to students around each of these three areas in a consistent, professional manner. Current research has proven that whole-school advising and mentoring programs can be the most effective models for schools. School guidance counselors should be available and familiar to students and should develop a relationship with students to the best of their ability. Any caring adult in the school environment can help guide students as they think through some difficult decisions and weigh choices they need to make regarding these three domains.

Some individuals might consider an advising program different from a mentoring program. With the right training, mentors can advise students on career pathways, college application processes, aspects of social and emotional development, etc. A school-wide mentor advising program does not need to be one-on-one, but rather could pair each caring adult with a small group of students, creating a much more do-able task for middle and high schools. Mentoring times could include both structured activities (a college speaker, a lesson on completing a FAFSA form, an anti-bullying lesson) and independent activities (a getting to know you activity, time to share information about one another, an opportunity to participate in a mutually appreciated activity such as chess or learning about jazz music). An advising/mentoring program utilizing the national standards can formulate needed scaffolding for elementary, middle, and high schools in relation to awareness, exploration, and preparation for college and careers.

The American School Counselor's Association (ASCA) has provided [national standards](#) for the three domains to help guide school counseling programs. These standards are what the ASCA believes to be the essential elements of a quality school counseling program. This framework is an excellent model to use for designing the school advising/mentoring component of the comprehensive counseling program as well. (See [resources](#)).

## Positive Outcomes of an Advising/Mentoring Program

The following are samples of expected outcomes and goals for an effective student advising program:



- Helps students feel accepted and valued as individuals
- Promotes greater self-esteem
- Increases personal responsibility in personal/social and academic, and career areas
- Develops better communication and inter-personal skills
- Results in greater overall satisfaction with the school experience
- Improves retention rates for schools
- Improves attendance for schools
- Results in better informed and trained faculty in regard to the students educational program
- Increases graduation rates resulting in reduced dropout rates
- Encourages students to attempt more rigorous coursework
- Increases parental involvement and support from family
- Increases communication between school and home
- Increases faculty ownership of student success
- Increases interaction with business and community
- Increases knowledge of graduation requirements for specific postsecondary goals
- Increases knowledge of college admissions, financial aid, and career opportunities
- Increases number of students attending postsecondary education/training
- Prepares students better for entering the competitive workforce in the global market

### **Advisor/Mentor Program Guidance**

Kentucky students can certainly benefit from advising and mentoring programs, but a quality program in and of itself takes careful planning and time to develop and implement. Recent research suggests that poorly planned, or short-term, advising and mentoring can actually do more harm than good to our students, resulting in a more negative impact.

#### **The Planning Team**

It is highly suggested that a school designate a team of people to work on designing the advising and mentoring program. This team of people could include: classroom teachers, counselors, Family Resource/Youth Service Center staff, Community Education staff, administrators, parents and students. This collaboration creates ownership and investment in the program. It also ensures the program is not dependent on the leadership of one person or a small group of persons. The involvement of many stakeholders ensures the program will continue regardless of staff changes.

Once established, the team that is charged with designing the advising and mentoring program should review sound research and guidance documents such as those listed below. Program development should be methodical, and once the program is designed, it should be implemented with fidelity, adhering to the best practices of the research. This does not mean that a program should not ever undergo revision, but that those revisions should be very purposeful and should be made with the best interest of the students in mind.



- Resources for Establishing a Program: <http://gwired.gwu.edu/hamfish/merlin-cgi/p/downloadFile/d/20699/n/off/other/1/name/foundationspdf/>
- Day One in the Life of a Program Coordinator: [http://nationalservicerresources.org/files/legacy/filemanager/download/learns/dayone\\_revised.pdf](http://nationalservicerresources.org/files/legacy/filemanager/download/learns/dayone_revised.pdf)

The planning team should represent the school, students, parents and community. Since the advising/mentoring program is built around three separate domains (academic, career, and personal/social), it is important to involve membership from the community to focus on the areas of career development and personal/social growth. Initially, the planning team can have input into the design of the advisory program including those topics to be discussed in each grade level. Once the advisory program is implemented, the Advisory Council can meet periodically to discuss how well the program is functioning. If adjustments need to be made to better meet the needs of students, the Advisory Council can suggest changes to the program.

Questions to be considered should include the following:

- How will the members of the planning team be chosen?
- How long will members of the planning team serve?
- Will there be opportunities to add members to the planning team?
- Does the planning team represent all stakeholder groups?
- How often will the planning team meet?

The first step the planning team should take as it considers the actual content of the advising/mentoring program is to determine what the students in the school need. This can be achieved in many ways- an online or even a paper version survey given to teachers and students, student advisory groups and/or student government groups, etc. Once the needs are determined, the next step is to have the planning team prioritize those needs. Finally, the planning team would need to assess what resources already exist in the school setting and then determine what outside resources may be necessary to address them.

A review of school data is valuable in determining topics for the advisory program. Keep in mind that the advisory program should be organized around three domains: academic, personal/social, and career. Although there is abundant school data available on academic matters, there are also data on matters such as student discipline (behavior), attendance, retention and a category often referred to as opportunity gaps. Opportunity gaps are academic offerings such as honors classes or Advanced Placement courses where enrollment is limited. Students not permitted the “opportunity” to participate/enroll in these classes are denied the opportunity to succeed in challenging learning opportunities.

The chart below contains examples of various data to be used in determining topics for the advisory program. An examination of these data can also be helpful in determining goals for school improvement.



<b>Test Scores</b> <ul style="list-style-type: none"> <li>• Norm Referenced</li> <li>• Criterion Referenced</li> </ul>	<b>Enrollment</b> <ul style="list-style-type: none"> <li>• Honors/AP Classes</li> <li>• College Path</li> <li>• Special Education</li> </ul>	<b>Graduation Rate</b> <ul style="list-style-type: none"> <li>• By Gender</li> <li>• By Ethnicity</li> <li>• By SES</li> </ul>
<b>Attendance</b> <ul style="list-style-type: none"> <li>• Absences</li> <li>• Tardies</li> <li>• By Grade Level</li> </ul>	<b>Discipline</b> <ul style="list-style-type: none"> <li>• By Classroom</li> <li>• Types of Problems</li> <li>• Gender</li> </ul>	<b>GPA/Class Rank</b> <ul style="list-style-type: none"> <li>• By Gender</li> <li>• By Ethnicity</li> <li>• By SES</li> </ul>
<b>Retention Rates</b> <ul style="list-style-type: none"> <li>• By Subject Area</li> <li>• By Grade Level</li> <li>• By Gender</li> <li>• Ethnicity</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li>• By Gender</li> <li>• By Ethnicity</li> <li>• By SES</li> </ul>	<b>Dropout Rate</b> <ul style="list-style-type: none"> <li>• Grade Levels</li> <li>• Gender, Ethnicity, etc.</li> <li>• Reasons Why</li> </ul>

Once data has been disaggregated and analyzed to determine topics and directions for the advisory program, it may be helpful to make connections to the Comprehensive School Improvement Plan (CSIP). A chart with examples is provided below.

Disaggregated Data	Relationship to CSIP	Planning Team Outcomes
Discipline referrals are coming primarily from three classrooms	CSIP Goal: The school will implement measures to ensure a safe learning environment	Professional Development on effective classroom management will be provided to the three classrooms
Only 10% of African-American students are enrolled in Advanced Placement courses, while African American students comprise 35% of the school population	CSIP Goal: The school will provide an equitable learning environment where all students have access to high-level learning opportunities	Provide academic information to all students to strongly encourage enrolment in Advance Placement courses. Provide additional academic supports to any student wanting to enrol in Advanced Placement courses
Attendance rate has decreased steadily over the last three years.	CSIP Goal: Increase attendance rate to 96%	<p>School counselors will implement a program to increase attendance.</p> <p>Technology will be purchased to immediately inform parents when absences occur.</p>





## Staffing

Staffing is an important issue that the team will need to take into consideration. Any caring adult in the school setting, as well as screened (background check) and trained community volunteers can easily and effectively serve as mentors and advisors. A school policy will need to be crafted and approved in order to utilize classified and volunteer staffing, but research confirms that this is a very effective route to increase the number of caring adults who have a vested interest in the well-being of students.

It will be necessary to talk to any and all stakeholders about the purpose of the advising/mentoring program and explain how these programs can help the school more effectively address the needs of the students and help them achieve greater personal and academic success. The planning team will want to examine all aspects of the program in pre-planning stages and share their plan for the program with stakeholders for input. People generally take a greater role in programs they have been able to provide input to, especially if they feel that their ideas and concerns were addressed.

There are some programs in the state that have helped schools and districts establish advising and mentoring programs, sometimes with the full school, or at least with the most identified students. Consider college coaches (upper-class college students) AmeriCorps, KY Scholars Program, E-mentoring such as with GEAR-UP and ECU, etc.

The Kentucky Higher Education Assistance Authority (KHEAA) employs regional outreach counselors that live and work in 13 regions across the state. Outreach counselors are available, at no charge, to provide interactive workshops on a variety of college-planning, student financial aid, college admissions and financial literacy topics. Presentations are aligned with KDE's Core Content for Assessment of Practical Living/Vocational Studies. Visit the *Counselors, Community Partners and College Access Providers* section of [www.kheaa.com](http://www.kheaa.com) for contact information and presentation descriptions.

In the design and implementation of a successful mentoring/advisory program, there are questions to be answered and issues to be discussed. The list below contains some programmatic questions included in prior sections. It is important to include input from as many stakeholders as possible to encourage ownership of the advisory program. In addition to the issues contained in various sections of this document, each school is unique and will have its own needs to address.

<b>Advisory Program Components</b>	<b>Decisions/Issues to be Discussed</b>
Advisor/Student Ratio	
Who will be advisors? How will they be chosen?	
Which students will be placed with advisors? Should students be allowed to choose? Do advisors keep students for one year, or as long as they are in the school?	
Will advisors be evaluated? What happens if	



advisors are not effective? Will students have a “voice” in determining how effective their advisors are?	
How often will advising occur? How long? When will advising occur? Where will advising occur? Will classified staff be advisors or just certified?	
Professional Development Needs: Curriculum/ Topics; Mentoring/Counseling Skills; Working with Parents; Expectations/Outcomes; Referrals	

### Tips for Implementing a Mentoring/ Advising Program

- Start advising time with a smile and enthusiasm.
- Allow group time to discuss problems or concerns.
- Always have a purpose.
- Keep expectations realistic.
- Focus on why we are here.
- Get to know students as individuals.
- Allow students to know each other.
- Talk individually with students whenever possible.
- Learn and use names of students as you talk with them.
- Provide time for students to get to know each other.
- Be firm but understanding.
- Show genuine interest and students will respond!
- Follow a planned agenda or activities.
- Advising group is never a “Study Hall.”
- Keep an open mind toward the program and be flexible with your students.
- Don’t be slack on discipline just because it is advising time.
- Insist that all students follow school rules and any rules which the group has made.
- Know where to go for answers. You will not have all the answers. Refer! Refer! Refer!
- Avoid sarcasm. Be sensitive in choosing your words.
- Develop a feeling of togetherness and group cohesiveness.
- Remember, it takes time to make the program successful.
- Evaluate regularly.
- Practice 10-minute rules (i.e. late arrivals nor early leavers)

The planning team may also want to take the following information into account as it plans the program, and as it communicates with all stakeholders regarding the program.



### Seven Reasons Why Teachers Resist Advisory Programs

1. Parents do not understand the concept and many may oppose it.
2. Many administrators are not really concerned about it.
3. Most teachers have had little formal preparation for service as an advisor.
4. Teachers do not understand the goals of the endeavor.
5. Advisory takes time – time that many teachers believe could be invested more effectively in preparing to teach their subject(s).
6. Some teachers do not want to engage in a program that requires personal sharing.
7. When it is implemented incorrectly and with little staff development and leadership, students do not provide positive feedback. (Van Hoose, 1991, pp.2-3).

### **The Tool for Advising Students for Success**

#### **The Individual Learning Plan (ILP)**

A student ILP is an online college and career planning tool to help students plan his or her coursework and activities as they prepare for post-secondary education and develop his or her career. The ILP is designed to help students work together to develop an education plan that meets the needs of each student and ensures that they can achieve their goals.



Schools that embed the ILP into the advising system established within the school will see students meeting their goals, teachers building relationships with students and schools meeting the needs of all students.

The ILP provides students with many resources that will improve the educational and developmental needs of students. It also provides information to school administrators and teachers that will help them meet the needs of their students.

#### **What can students do with his or her ILP?**

They can:

- Save Career Matchmaker Results
- Keep notes on the careers and schools that interest them
- Develop an education plan based on their career interests
- Track all career preparation and planning activities
- Record career and life goals
- List the organizations, activities, and hobbies in which they participate
- Document work and volunteer experiences, as well as awards and recognitions they have received





- Store related documents, such as scanned artwork, letters of reference, essays, and presentations
- Share their ILP with college admissions staff, organizations offering scholarships, and potential employers
- Create a personalized, professional-looking resume

### What can schools do with the ILP?

They can:

- View student ILP data to monitor their career and education planning progress
- Export data collected from student ILPs
- Generate aggregate reports on data elements collected in the ILP
- Input customized course lists that students can use to create their high school education plans
- Customize the ILP and Assessment Options to meet the needs of students
- Communicate directly with students using the internal messaging system
- Monitor student's ILP to track which students are meeting the objective and identify opportunities for intervention
- Engage parents in their students' college and career planning activities

### ILP Reports



#### Bright Ideas

- ☒ Use data from careers of interest to invite guests to career days
- ☒ Use data from schools of interest to invite to college fairs

The School [ILP Administration tool](#) includes an extensive real-time reporting package to analyze all data elements in the ILP.

Schools can view data on students' career and education exploration and development, including the careers and schools students have saved to their ILP, career cluster selections, advisement activities, goals and plans, and activities and experiences. From each aggregate report, schools can drill down to the individual student data for a selected report.

### ILP Statistics & Usage Reports

- **ILP Totals**- as statistical summary of the ILPs for students at your school, broken down by grade and gender.
- **Date Last Changed**- track how often students are logging into their ILPs.
- **Annual ILP Review Statistics**- a summary of how many students have and have not completed their Annual ILP review with their advisor.
- **Parent/Guardian ILP Review Statistics**- monitor how many parents or guardians have reviewed their child's ILP.

### *Career & Education Exploration*



#### Bright Ideas

- ☒ Use Career Cluster Interests report to target the interests of students entering your school
- ☒ Group students in homeroom or advisory groups by their hobbies and interests
- ☒ Use Course Forecaster to plan courses one or two years out to ensure all students get the course they need to meet their goals



- **Careers of Interest-** aggregate data on the careers students have saved to their ILPs. Schools can view detailed reports for each school and for each student.
- **Schools of Interest-** aggregate data on the post-secondary schools students have saved to their ILPs. Schools can drill down to view detailed reports for each school and for each student.
- **Matchmaker Suggested Careers-** this report lists the careers that were included in Career Matchmaker's Top Ten Career Suggestions.
- **Matchmaker Recommended Clusters** – this report lists the top two Kentucky Career Clusters recommended by Career Matchmaker based on students' interests.

### **Goals and Plans**

- **Career Cluster Interests-** aggregate data on the Kentucky Career Clusters in which students are interested. Schools can drill down to individual student data, including their comments about the clusters they have selected.
- **Post-Secondary Goals-** view the post-secondary goals that students have set for themselves, including their top three career interests, top three colleges, and level of education desired.
- **Career Planning Activities: View by Activity** – activity by activity data on the career planning activities that student have completed, including job shadowing programs, career or college fair attendance, organization membership, etc.
- **Career Planning Activities: View by student-** track individual student participation in career planning activities.

### **Activities, Experiences & Awards**

- **Organizations & Activities: view by Activity-** Aggregate data, based on the students' participation in organizations and activities
- **Organizations & Activities: View by Student-** view individual student participation in extracurricular organizations and activities
- **Hobbies & Interests: View by Activity-** aggregate data on the formal and independent activities based on student participation
- **Hobbies & Interests: View by Student-** detailed data on the informal or independent activities that students enjoy
- **Community Service** - a summary of the community service activities, including the number of activities and number of hours of service
- **Work Experience-** a summary of the work experiences that students have undertaken
- **Awards & Recognitions-** view detailed information on the awards, certificates and recognitions that students have received

### **Education Plan**

- **Course Forecasting-** generate course demand projections, using the data from students' 4- year education plan



### Learning Services

- **Learning Services: View by Type of Service** - view aggregate data on the learning services in which students are enrolled, included gifted and talented programs, Extended School Services and private instructional opportunities.
- **Learning Services: View by Student**- track individual student participation in learning service programs.

### **The ILP and Kentucky's College and Career Readiness Plan**



The Kentucky Board of Education has adopted an ambitious agenda designed to improve educational outcomes for high school graduation. State policy has evolved to set goals for increase expectations, provide incentives and increased flexibility for changing the structure of schools to improve instruction, and to introduce new supports for schools engaged in this work. In response to state policy and local leadership initiatives, school systems are moving to improve educational programs and services across the Commonwealth of

Kentucky to support every student as he or she progresses in their education.

Kentucky's Secondary Agenda outlines college and career readiness goals for students. The goals reflect that by 2014, every Kentucky student will persist to high school graduation and transition to success in learning, work and citizenship supported by high quality, real world learning, a culture of high expectations, and a plan of intentional focus.

The ILP supports every aspect of Kentucky's College and Career Readiness Plan. Kentucky's student centered approach to school improvement ensures that:

- **Students** are actively engaged in a challenging curriculum based on the Individual Learning Plan and one that stretches his or her learning;
- **Educators** collaborate in professional learning communities that increase capacity to provide high quality, engaging learning experiences for every student;
- **Curriculum, instruction and assessment** are comprehensive, coherent, standards-based and include both traditional and non-traditional learning opportunities;
- **School culture** is one of excellence, with high expectations, and provides individualized supports so that every student experiences success; and
- **Leadership** organizes resources in response to student needs.

**Schools that are ready to transition students into success can begin by meeting the following criteria around the ILP and advising systems:**



- Every student has an ILP tailored to his or her specific educational needs and wants.
- Elective choices are tied to personal and career interests as reflected in the ILP.
- Every student is engaged in a comprehensive advising and guidance process aimed at addressing his or her individual learning needs.
- Every student and their family are active participants in exploring and planning learning experiences on at least an annual basis.
- Students are encouraged to revise their individual learning plan as their interests and aptitudes mature and develop, and extracurricular and work experiences progress.
- As part of their IP, students will be encouraged to participate in extracurricular activities at the school
- In addition to his or her family, every student has at least one adult in the building who knows them, knows their learning plan and will advocate on their behalf.
- Students have the opportunity to participate in supportive and responsive advising and guidance processes to help them identify personal strengths and support the development of interpersonal skills.
- The ILP is used as a tool to assist in transitioning to the next level of learning.
- All students have access to expanded learning opportunities as related to his or her ILP.
- The ILP implementation plan is foundational to the advising and guidance process
- Counselors, teachers, administrators and families collaborate to meet the advising and guidance needs of every student.
- Students meet regularly with at least one adult in the building to address their social, academic, and career exploration needs.
- Establish advisory groups allowing for small group interaction between teacher and students.
- Advisory teachers are able to quickly identify struggling students and work to ensure prompt intervention services for those students

***Counselors and advisory teachers should collaborate to ensure all aspects of the ILP are regularly addressed, reviewed, and revised for every student.***

## **Scheduling for Flexibility**

### **Sample Schedules**

Many schools are working hard to incorporate time for advising/mentoring and into their daily, if not weekly, schedule. Many schools are working this time in with the Intervention and Enhancement times as well. The most important thing to take into consideration is how to incorporate this time as flexibly as possible, so as not to make students choose between advising/mentoring times and classes they also want to take. Consider these sample schedules below for ideas:





<b>Sample Schedule- School A</b>		
<b>High School</b>	<b>Period</b>	<b>Middle School</b>
8:15- 9:14	<b>1<sup>st</sup></b>	8:15 to 9:14
9:18 to 10:13	<b>2<sup>nd</sup></b>	9:18 to 10:13
10:17 to 11:12	<b>3<sup>rd</sup></b>	10:17 to 11:12
11:16 to 11:41 (HS Lunch A) 11:45 to 12:44 (HS Class A) 12:19 to 12:44 (HS Lunch B) 11:16 to 12:15 (HS Class B)	<b>4<sup>th</sup></b>	11:16 to 11:50 (Class) 11:50 to 12:15 (MS Lunch) 12:15 to 12:44 (Class Resumes)12:15 to 12:44
<b>12:48-1:18</b>	<b>5<sup>th</sup></b>	<b>12:48 to 1:30</b>
1:22 to 2:18	<b>6<sup>th</sup></b>	1:34 to 2:18
2:22 to 3:20	<b>7<sup>th</sup></b>	2:22 to 3:20

High School A is a 7<sup>th</sup> to 12<sup>th</sup> grade school, thus including middle and high school. For this school, Interventions/Enhancements and Mentoring/Advising occur during the students 5<sup>th</sup> Block of the day. The schedule for the week rotates so that students have Intervention or Enhancement classes on Monday, Tuesday, Wednesday and Thursday and they have Mentoring/Advising on Fridays. The class block is a credit- a pass/fail system rather than a number or letter grade.

This same intervention/enrichment rotation and the grading system can be utilized in any of the sample schedules below as well.

<b>Sample Schedule- School B</b>	
7:50	<b>First Bell</b>
<b>7:55- 8:20</b>	<b>Team Time</b>
8:25-9:20	<b>1<sup>st</sup></b>
9:25-10:15	<b>2<sup>nd</sup></b>
10:20-11:10	<b>3<sup>rd</sup></b>
11:15-12:40	<b>4<sup>th</sup> and Lunch</b>
12:45-1:35	<b>5<sup>th</sup></b>
1:40-2:30	<b>6<sup>th</sup></b>
2:35-3:25	<b>7<sup>th</sup></b>

High School B is a traditional 9<sup>th</sup> to 12<sup>th</sup> grade school. They have built time into the morning of their schedule for Mentoring/Advising as well as for any “homeroom” type of activities that might need to occur.

<b>Sample Schedule- School C</b>	
8:30-9:28	<b>1<sup>st</sup></b>





9:33-10:31	2 <sup>nd</sup>
10:36-11:34	3 <sup>rd</sup>
11:39-1:39	4 <sup>th</sup> (Class- 60 min, Lunch 30 min, MAT 30 min)
1:44-2:42	5 <sup>th</sup>
2:47-3:45	6 <sup>th</sup>

High School C is a traditional 9<sup>th</sup> to 12<sup>th</sup> grade school. They have built time into their lunch periods to do what they call MAT (Mentoring and Advising Time) so that students have an hour for class and thirty minutes each for lunch and MAT activities. The school schedule outlines more specifically when classes have lunch, class time and MAT time.

Sample Schedule- School D	
8:20-9:20	1 <sup>st</sup>
9:25-10:25	2 <sup>nd</sup>
10:30-11:30	3 <sup>rd</sup>
11:35-1:05	4 <sup>th</sup> (Class and Lunch)
1:10-2:10	5 <sup>th</sup>
2:15-3:40	6 <sup>th</sup> (Class and AT)

High School D, also a traditional 9<sup>th</sup> to 12<sup>th</sup> grade school, has incorporated their advisory time into the last class of the day. They have added extra minutes to complete AT, or Advisory Time, with the students.



## **Additional Resources**

### **National Standards**

ASCA (American School Counselors Association) National Standards:

<http://www.schoolcounselor.org/files/NationalStandards.pdf>

Cross-walking tool:

<http://mhsounseling.muscatine.iowapages.org/sitebuildercontent/sitebuilderfiles/crosswalkformhsguidancecurriculum.pdf>.

ACA (American Counseling Association) Standards of Practice document:

<http://www.cacounseling.org/standards.pdf>

### **Middle School**

Middle School Rationale by H. Jurgen Combs: <http://www.edulink.org/ms.htm>

A Successful Middle School Environment:

[http://www.associatedcontent.com/article/27773/a\\_successful\\_middle\\_school\\_environment\\_pg4.html?cat=4](http://www.associatedcontent.com/article/27773/a_successful_middle_school_environment_pg4.html?cat=4)

### **Advising/Mentoring**

Tools and Resources that Work: Instruments to Facilitate the Mentoring Partnership

<http://www.coachingandmentoring.com/Tools/index.htm>

Mentoring Resources

[http://www.mentorresources.com/mentoring\\_tools.aspx](http://www.mentorresources.com/mentoring_tools.aspx)

Resource Center: Mentoring Training Tools

<http://nationalservicerresources.org/learns/mentoring-training>

How to Build a Successful Mentoring Program

[http://www.mentoring.org/downloads/mentoring\\_413.pdf](http://www.mentoring.org/downloads/mentoring_413.pdf)

College Board: Eight Components of College and Career Readiness Counseling

[http://advocacy.collegeboard.org/sites/default/files/10b\\_2217\\_EightComponents\\_WEB\\_100625.pdf?ep\\_ch=PR&ep\\_mid=9771861&ep\\_rid=33080195](http://advocacy.collegeboard.org/sites/default/files/10b_2217_EightComponents_WEB_100625.pdf?ep_ch=PR&ep_mid=9771861&ep_rid=33080195)

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## **Advising Toolkit Curriculum Activity Pages**

One of the most common complaints with advising/mentoring programs has been the need for a standardized curriculum. The following section of the Advising Toolkit offers you a curriculum framework of activity pages that can be used with your program. The activity pages were developed at KDE by a cross agency group of experts from the field that included school counselors, health and wellness coordinators, certified teachers, post secondary representatives and members of the business community.

The activities are developed around the same three domains of the American School Counselor's Association's standards: Academic, Career and Personal/Social. The activity pages give step by step guidance (often right down to the actual scripting) for advisors to use with their students. Some of the activities required computer access, but many do not. In some cases where technology is required, one computer with an LCD projector would suffice for allowing students' appropriate access as all students could view the site at one time. In other cases, printing an article from the website rather than requiring all students to view the article online would also suffice.



### Academic Activity Pages

Activity #	Title	Topic	Pg #
A-1	Why Do I Want to EXPLORE and PLAN?	EPAS, EXPLORE, PLAN, ACT	<a href="#">22</a>
A-2	College Night	College Awareness, AP, Dual Credit	<a href="#">23</a>
A-3	Education After High School	EXPLORE, PLAN, ILP, KEES, KHEAA	<a href="#">24</a>
A-4	Excuses NOT to Go to College	College Awareness, Financial Concerns	<a href="#">25</a>
A-5	Getting Results from EXPLORE and PLAN	EPAS, EXPLORE, PLAN, ACT, Career Exploration, College Awareness, KEES	<a href="#">26</a>
A-6	High School vs. College	College Awareness,	<a href="#">27</a>
A-7	One Student at a Time	EPAS, EXPLORE, PLAN, ACT, College Awareness, AP,	<a href="#">28</a>
A-8	Academic Goal Setting	Goal Setting, SMART goals,	<a href="#">29</a>
A-9	Academic Study Skills	College Awareness, Learning Styles, Study Skills	<a href="#">30</a>



## Advising Toolkit

☒ Academic

☐ Career

☐ Personal/Social

### Activity A-1: Why Do I Want to EXPLORE and PLAN?

#### Overview:

The EPAS system consists of the EXPLORE, PLAN, and ACT assessments. The EXPLORE is designed to be a predictor of high school readiness as well as a predictor of success on the PLAN. Likewise, the PLAN is be a predictor of college readiness as well as a predictor of success on the ACT. The reports for these two exams not only offer insight into a student's ability to move on to the next level, but also provide a series of tools to help the student improve in areas of concern.

#### Procedure/ Guidelines:

1. Before students take the EXPLORE or PLAN, help them understand the importance of these assessments. These exams and their reports can:
  - a. Let students know how they are doing in relation to their school, their state, and the nation
  - b. Help students identify their strengths and weaknesses
  - c. Help students prepare for education after high school and career
  - d. Help students make connections in planning future courses
  - e. <http://www.actstudent.org/testprep/index.html>
2. Help students prepare for the test:
  - a. Alert students about things they will be asked about when filling out the test booklet
    - i. social security number
    - ii. student identifier
    - iii. interest inventory
    - iv. career interests
    - v. courses they plan to take
    - vi. types of education they would like to pursue
  - b. Practice with the types of questions students can expect to find on these tests
  - c. Practice filling out scoring sheets, so students will be familiar with them
  - d. Provide practice exams and practice questions ([www.actstudent.org](http://www.actstudent.org)) under "Test Prep" and "Resources" to "Practice Test Questions."
  - e. Manage time, and have students take timed practice tests.
  - f. Work with students with accommodations to ensure their wise use.
  - g. Discuss mental and physical preparations the students can work on such as getting plenty of sleep, eating a good breakfast the day of the test, and suggestions on how to de-stress.



## Advising Toolkit

☒ Academic

☐ Career

☐ Personal/Social

### Activity A-2: College Night

#### Overview:

**Many schools host college nights for parents and students to become familiar with local colleges and their expectations. This is helpful in informing both parents and students on the possibilities available for postsecondary education and training.**

#### Procedure/Guidelines:

1. Consider hosting one or more college nights to educate students AND parents in areas such as the benefits of AP or dual credit, benefits of attending college, ways to pay for college, choices of avenues for achieving postsecondary education.
  2. Include in the meeting:
    - a. Invite seniors taking AP or dual credit to discuss pros and cons for taking advanced courses
    - b. Invite former students who are now attending college to discuss challenges and barriers, shed light on college life, answer questions, etc.
    - c. Invite college recruiters to discuss with students what is needed for acceptance into the college of their choice
    - d. Invite your regional KHEAA outreach counselor to discuss planning and financing for college. (See *KHEAA Outreach Presentation Guide* for counselor contact information and workshop options and descriptions.)
      - i. Refer students and parents to KHEAA's *Getting In, Affording Higher Education* and *The College Circuit* publications, available from your regional counselor or at [www.kheaa.com](http://www.kheaa.com).
      - ii. Encourage families to create a ZIPAccess account at [www.kheaa.com](http://www.kheaa.com) and request a free *College Cost and Planning Report* from KHEAA. This personalized report allows students to compare up to six colleges nationwide and to receive an individual estimate of the student financial aid that they may expect to receive at each institution.
  3. You may improve attendance and reach more parents and students by:
    - a. Offering these meetings more than once, at different times or on different nights
    - b. Giving door prizes and offering refreshments
    - c. Recording the meeting and put it on the web for parents and students who couldn't make it to the meeting
- Resource
    - [www.kheaa.com](http://www.kheaa.com)



## Advising Toolkit

☒ Academic

☐ Career

☐ Personal/Social

### Activity A-3: Education Beyond High School

#### Overview:

Data shows that most available jobs require education beyond a high school diploma. Therefore, it is extremely important to get students thinking about postsecondary education early in their high school careers or earlier. Students can use their EXPLORE and PLAN results as well as their ILP to help choose career interests. There are also many other resources available to help students decide the path they want to take. It is important for students to understand their options when choosing their postsecondary pathways.

#### Procedure/ Guidelines:

Have students match their career interests identified in their ILP with a postsecondary pathway by:

1. Exploring colleges that offer a program to support the student's career interest (found in the ILP by first clicking on a career and then clicking on "education" in the blue banner on the left of the page). Once schools are selected students can review academic requirements and student life options. Students may also want to review the college for their credit transfer options for Dual Credit, Advance Placement and Dual Enrollment.
  2. Researching scholarships related to the student's area of interest by clicking on the blue "schools" button at the top of the ILP homepage, next click on "financial aid". From the next window students can search for scholarships by name, or complete the financial aid selector to identify scholarship opportunities for which they qualify.
  3. Helping students select the academic programs that best suit them as individuals by clicking on the blue "schools" button at the top of the screen, then click on "school selector" where students will answer a series of questions to see a list of colleges that match their expectations.
  4. Increase students knowledge of college costs, KEES awards and methods for obtaining financial aid by having students create a KHEAA account at KHEAA.com. Invite your regional KHEAA outreach counselor to discuss early planning and financing for college, including assistance with their ILPs. (See [KHEAA Outreach Presentation Guide](#) for counselor contact information workshop options and descriptions.)
- Resource
    - [www.kheaa.com](http://www.kheaa.com)





## Advising Toolkit

☒ Academic

☐ Career

☐ Personal/Social

### Activity A-4: Excuses NOT to Go to College

#### Overview:

Many students, especially those students who will be the first in their families to attend college (often called “first-generation students”), will have many excuses why they should not pursue a college education. While these arguments may be legitimate, students are often intimidated by the idea of going to college when they are actually very capable, or are just uninformed.

#### Procedure/Guidelines:

1. College Board has a list of 7 excuses not to go to college. You may find this list at <http://www.collegeboard.com/student/plan/starting-points/141.html>.
2. Have students list their reasons for not attending college. Discuss those reasons in small groups.
3. Show students College Board’s list and discuss the solutions that College Board gives for those excuses.
4. Students and parents can review the [No Excuses](#) article in the [Planning for College](#) section of [www.kheaa.com](http://www.kheaa.com) to learn about resources from the Kentucky Higher Education Assistance Authority (KHEAA).
5. Help students brainstorm ideas to overcome their reasons for not pursuing college.

#### Resource

- [www.kheaa.com](http://www.kheaa.com)



## Advising Toolkit

☒ **Academic**

☐ **Career**

☐ **Personal/Social**

### Activity A-5: Getting Results from EXPLORE and PLAN Reports

#### Overview:

The EPAS system is made up of EXPLORE, PLAN, and ACT. The EXPLORE is designed to be a predictor of high school readiness as well as a predictor of success on the PLAN. Likewise, the PLAN can be a predictor of college readiness as well as a predictor of success on the ACT. The reports for these two exams not only offer insight into a student's ability to move on to the next level, but also provide a series of tools to help the student improve in areas of concern.

#### Procedure Guidelines:

1. Each student will get a report that can be used to:
  - a. Let them know how they are doing in relation to their school, their state, and the nation
  - b. Help identify student strengths and weaknesses
  - c. Help students, teachers, and parents develop an academic plan for each student
2. The report will contain a chart called "Your Skills" that lists the student's answer and correct answer for each question.
  - a. Keep your test booklets! If you have the test booklets, students can go back to see the original question and analyze the types of mistakes they made.
  - b. Creates a list of skills for students to work on, based upon missed questions.
3. Students also fill out an interest survey that can be used to start the students thinking about college and careers. The following links are very helpful in assisting students:
  - a. Career Exploration <http://www.act.org/explore/pdf/CareerAreaCharts.pdf>
  - b. Map of College Majors (PLAN) <http://actstudent.org/plan/future/majors.html>
  - c. World of Work Map <http://www.act.org/www/>
4. More information may be found at:
  - a. Using Your EXPLORE Results <http://www.act.org/explore/downloads.html>
  - b. Using your PLAN Results <http://www.act.org/plan/downloads.html>
  - c. Using your ACT Results <http://www.act.org/aap/resources.html>
5. It is also important to help students see the impacts that these scores have on their future.
  - a. Financial – KEES, scholarships, etc. Invite your KHEAA counselor to discuss KEES.
  - b. Setting academic goals
  - c. Career goals



## Advising Toolkit

☒ Academic

☐ Career

☐ Personal/Social

### Activity A-6: High School vs. College

#### Overview:

Many high school students do not understand how education can be different after high school. On the other hand, others may resist pursuing education after high school because they don't know what to expect. Understanding how the system of higher education works is just as important as having the academic preparation for college.

#### Procedure/Guidelines:

Eastern Kentucky University (EKU) has developed a guide ([http://www.academicskills.eku.edu/TipSheets/HS\\_vs%20\\_College.pdf](http://www.academicskills.eku.edu/TipSheets/HS_vs%20_College.pdf)) to help students better understand the differences between high school and college. This will guide students in making decisions about pursuing education after high school, and help them understand skills they need to work on while still in high school.

The guide discusses differences in:

- Personal Autonomy
- College Classes
- College Teachers
- Studying and Test-taking
- Grades and Grading and Credits
- College Advisers

Advisors should lead students through this guide (either provide each student a printed copy, or bring up the link and show it to the whole group of students). Read through and discuss the material with students, providing your own examples from your own life if possible as you progress through the material.



## Advising Toolkit

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### Activity A-7: One Student at a Time

#### Overview:

The EPAS system is made up of EXPLORE, PLAN, and ACT. The EXPLORE is designed to be a predictor of high school readiness as well as a predictor of success on the PLAN. Likewise, the PLAN is be a predictor of college readiness as well as a predictor of success on the ACT. The school reports for these two exams not only offer insight into a student's ability to move on to the next level, but can also provide schools with guidance to improve instruction and suggestions on how to help students schedule their next few years of high school.

#### Procedure/Guidelines:

1. With these various assessment results, schools can begin intervening by making rosters of students who:
  - a. reported that they do not plan to complete high school, or have no post-high school educational plans
  - b. expressed a need for a lot of help in one or more areas
  - c. earned a score of 16 or higher on the PLAN, but reported that they have no plans to attend college
  - d. reported that they plan to attend college, but earned a composite score of 15 or lower on the PLAN, or
  - e. do not plan to take college core coursework.
2. These results may be a predictor of success in AP courses:  
<http://www.act.org/research/policymakers/pdf/UsingPlan.pdf>
3. The Item Response Summary will inform schools and districts by showing what percentage of students chose each answer for each question. This may allow schools to look at teaching practices and curriculum to find out if any holes exist in instruction.
4. It is important that individual students understand their assessment reports and what they reveal about the student's level of preparedness. Advisors can sit with students one-on-one and go over their assessment reports.
5. Advisors can also work with students one-on-one to set achievement goals and to make plans for achieving those goals.



## Advising Toolkit

☒ Academic

☐ Career

☐ Personal/Social

### Activity A-8: Academic Goal Setting

#### Overview:

Setting goals is something that many of us take for granted. However, students need to learn to set goals for themselves in all areas of their lives. Setting goals in the academic arena is especially important and sometimes difficult for students to realize.

#### Procedure/Guidelines:

Below are some suggestions and resources to assist students with goal-setting:

- Talk about the difference between short-term and long-term goals (with examples)
- Discuss SMART goals (Specific, Measurable, Attainable, Realistic, Timely)
- Have students start with small academic goals (e.g., getting a B average on the next two quizzes in history) and actually write two short term goals for themselves. Have them consider the next six months to a year and write one long term goal.
- Resources
  - [http://www.ehow.com/list\\_6376112\\_goal\\_setting-activities-students.html](http://www.ehow.com/list_6376112_goal_setting-activities-students.html)
  - <http://gotocollege.ky.gov/website/goto/home>
  - [www.kheaa.com](http://www.kheaa.com)



## Advising Toolkit

☒ Academic

☐ Career

☐ Personal/Social

### Activity A-9: Academic Study Skills

#### Overview:

Many students do not exhibit true study skills, regardless of grades and test scores. These are skills that can sometimes be deemed unnecessary for some students in high school, but will be vital to success in education after high school.

#### Procedure/Guidelines:

Discuss some differences between high school and college, along with skills that may help ease that transition and aid students in being more successful in college. Although there are more, below is a list of study skills that all students should be familiar.

- Learning styles
  - a. 3 basic types of learning styles: visual, auditory, and kinesthetic.
  - b. There is a learning styles inventory in the ILP that students should complete..
  - c. Research the learning style inventories to determine which is best for your students.
  - d. It is important to remember that some students may have different learning styles for different subjects.
- Note-taking skills and strategies
  - a. <http://www.testtakingtips.com/note/index.htm>
  - b. <http://www.collegeboard.com/student/plan/college-success/955.html>
  - c. Cornell Notes: <http://coe.imu.edu/LearningToolbox/cornellnotes.html>
- Other study skills resources
  - a. <http://www.how-to-study.com/>
  - b. <http://www.cse.buffalo.edu/~rapaport/howtostudy.html>
  - c. <http://www.academicsskill.eku.edu/resources/>
  - d. <http://www.studygs.net/cooplearn.htm>



## Career Activity Pages

Activity #	Title	Topic	Pg #
C-1	What am I Worth?	Career Exploration, ILP, Goal Setting	<a href="#">32</a>
C-2	An Evening with Business and Industry	College Awareness, Career Exploration, Interviewing Skills, ILP	<a href="#">33</a>
C-3	Come Tweet with Me	Communication,	<a href="#">34</a>
C-4	Career Changes	Career Exploration, ILP, Goal Setting	<a href="#">35</a>
C-5	College and Career Planning with EPAS	EPAS, EXPLORE, PLAN, ACT, Career Exploration, College Awareness	<a href="#">36</a>
C-6	Connecting Careers with NEW TECH DEVICES	Communication, Technology	<a href="#">37</a>
C-7	Word Jumble "EUMRSE"	Resumes, Communication, Career Exploration, ILP	<a href="#">38</a>
C-8	From Classroom to Community	ILP, Career Exploration, Goal Setting,	<a href="#">39</a>
C-9	"You" Tube	Positive Attitudes, ILP	<a href="#">40</a>
C-10	I am TEAM I	Team Building, Collaboration, Communication	<a href="#">41</a>
C-11	I am TEAM II	Leadership, Communication, Collaboration	<a href="#">42</a>
C-12	I am TEAM III	Teambuilding, Collaboration	<a href="#">43</a>
C-13	I am TEAM IV	Teambuilding, Collaboration, Communication, Decision Making	<a href="#">44</a>



## Advising Toolkit

☐ Academic

☒ Career

☐ Personal/Social

### Activity C-1: What am I worth?

#### Overview:

Schools generally cover aspects of a job that a student may be interested in. There is another step however that will make those discussions more relevant and garner greater student interest. This is achieved by asking students what income they would like to have 4 years after high school.

#### Procedure/Guidelines:

1. Students will need to complete the “Career Matchmaker” assessment in their ILP. This is found by clicking on Career Cruising in the blue banner at the top left of the screen. Next click on Career Matchmaker to get started. Students will receive a list of 10 suggested careers after answering the first 39 questions. (There are a total of 114 questions and it is recommended that all questions are answered to get the most accurate results). Before beginning post the following headings on a board in the classroom: “job” “earnings”, “outlook”, “education”
  - a. Using the 10 recommended careers in each student’s ILP have them click on the one career that is most appealing to them.
  - b. From the blue banner at the left of the screen have them click on “Earnings”. This page will show them potential salaries in KY as well as any state in the country. It will also provide a projection for the market for this position in 2018.
  - c. Ask each student to share what they have found and record under the appropriate heading on the board.
2. For each student, ask if the earnings would meet the needs/wants they project they will want to earn 4 years after high school. Record a “yes” or “no” by each career.
3. Review all of the “no” listings and discuss how education could improve their projected salary. Read the “Earnings” section that indicates that achieving a college degree will increase potential earnings. Next have students “related careers” in the blue banner to research other jobs that utilize the same skills/knowledge as their original choice. Allow time for exploration (15 minutes) and then ask if they have found another position that appeals to them.
4. Finally, have students return to the ILP main page (purple button at the top of the screen) and click on “Goals and Plans”, then “Career Planning Activities” and record today’s activity by clicking on the “Career Planning Activity” area and selecting “ILP Activities” from the drop down box.





## Advising Toolkit

☐ Academic

☒ Career

☐ Personal/Social

### Activity C-2: An Evening with Business and Industry

#### Overview:

Schools have traditionally held college fairs, but often ignore the aspect of career that might help students look more clearly at college. In conjunction with a college fair, or as a stand-alone event, consider hosting “An Evening with Business and Industry”.

#### Procedure/Guidelines:

1. Invite members of your business community to attend. They could participate in many of the following ways:
  - a. Set up a booth to represent and/or introduce their business/industry. Business members can greet students; discuss their business and what types of jobs/career are employed in their business. They could also discuss what education is required to work for their company.
  - b. Discuss available jobs/career paths that the company will have open in the near future
2. Consider holding a Mock Interview Panel utilizing some of the business and industry professionals you have invited. Students can gain valuable experience with actual job interview scenarios.
3. Consider hosting a few career presentations, or even panel speakers, where students interested in a certain career cluster go to a certain location where business/industry professionals will discuss the career fields, the employability outlook, salaries and academic requirements. Students could also ask the professionals questions about the career field.
4. Consider allowing students to complete their resume through their ILP and then print these out to take to career and industry professionals for feedback. The professionals could suggest ways to improve the student resumes.



## Advising Toolkit

☒ Academic

☒ Career

☐ Personal/Social

### Activity C-3: Come Tweet with Me

#### Overview:

Communication with students can be a challenge because they tend to tune out what is not of immediate interest to them. Important information and opportunities do not always make it home to parents, who really would like to have access to the information. Consider having your Counseling Department, your Administrators, even your school department chairs Tweet important information to parents and students.

- Twitter and other Social Media outlets. Schools could also consider having a Facebook page in addition to, or instead of, Tweeting.

#### Procedure Guidelines:

There are many events and pieces of information that would be of real use to parents, and that students may pay more attention to if it were presented in a format that is more accessible to them. Consider "Tweeting" about the following:

- Upcoming Assessment dates (ACT, PSAT, KCCT, etc)
- ACT registration deadlines
- School Events (Career Day, Parent-Teacher Conferences, School Pictures)
- Financial Aid deadlines
- Information about College/Career Fairs being held in the community
- Parent/Guardian volunteer opportunities at the school
- Information about available scholarships and deadlines for applying



## Advising Toolkit

☐ Academic

☒ Career

☐ Personal/Social

### Activity C-4: Career Changers

#### Overview:

**In the area of career planning, some occupations may be referred to as traditional or non-traditional. Increasing the students' understanding of these differences may impact their choice of a career pathway.**

#### Procedure Guidelines:

1. Have students brainstorm examples of traditional and non-traditional careers. Chart student responses.
2. Provide students with the following definition:
  - Non-traditional careers are those where more than 75% of the workforce is of the opposite gender". [http://www.quintcareers.com/non-traditional\\_careers.html](http://www.quintcareers.com/non-traditional_careers.html)
  - Refer to charts from brainstorming session. Discuss and highlight examples that fit the definition. (e.g., male nurse, female construction worker).
3. Pair or group students (2-4 per group) to complete ILP research on identifying traditional and non-traditional careers in the 14 career clusters:
  - a. Log onto the ILP and click on the purple 'Careers' button at the top of the screen. Next, click on "Kentucky Career Clusters". Assign one cluster to each pair /group to select 5 careers and label them as "traditional" or "non-traditional". (For examples of female and male non-traditional careers, visit the link above).
  - b. Have students share their lists and debrief with whole group.
4. Repeat the above process with 3 suggested careers in each student's ILP.
5. Finally, have students record this experience in their ILPs. Click on "Goals and Plans" in the blue banner on the left of the screen. Next click on "Career Planning Activities. From the drop down box, select "ILP Activities", enter the school name and class, date and briefly describe what you learned from this activity about traditional and non-traditional careers/jobs.



## Advising Toolkit

☐ Academic

☒ Career

☐ Personal/Social

### Activity C-5: College and Career Planning with EPAS

#### Overview:

The EPAS system is made up of EXPLORE, PLAN, and ACT. The EXPLORE is designed to be a predictor of high school readiness as well as a predictor of success on the PLAN. Likewise, the PLAN is be a predictor of college readiness as well as a predictor of success on the ACT. The reports for these two exams not only offer insight into a student's ability to move on to the next level, but also provide a series of tools to help students choose a career path and begin planning and preparing for that career.

#### Procedure/Guidelines:

1. When students take the EXPLORE or PLAN, they are asked to choose a career area and to take an interest survey.
  2. The exam report will contain a career area as well as some numbers that represent regions that may be of interest to the student based upon the interest survey.
    - a. You may use this information to examine the World of Work map provided by ACT.
    - b. <http://www.act.org/www/>
  3. Counselors and instructors are also provided with a worksheet to help students explore careers at: <http://www.act.org/plan/pdf/CareerAreaCharts.pdf>.
  4. Students can explore College Majors based upon career interests at: <http://actstudent.org/plan/future/majors.html>.
  5. Students and parents can review the [Selecting a College](#) section of [www.kheaa.com](http://www.kheaa.com) to learn about resources from the Kentucky Higher Education Assistance Authority (KHEAA). Helpful sections include:
    - About Campus Visits – helps families know where to go, what to ask
    - Campus Tours – provides info about all Kentucky institutions
    - Distance Search – enter ZIP Code to see distance to campus locations
    - Matching Assistant – search schools by major, enrollment, environment, student/faculty ratio
    - Comparative View – side-by-side data for Kentucky schools
- Resource
    - [www.kheaa.com](http://www.kheaa.com)



## Advising Toolkit

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### Activity C-6: Connecting Careers with NEW TECH DEVICES

#### Overview:

**Today's students are very familiar with and adept at using social networking technology. In order to capitalize on this natural interest consider using these technologies to engage students in achieving their personal and career goals.**

#### Procedure/ Guidelines:

1. Have students brainstorm about new technology devices they know and list for all to see. Ask and place check marks beside: technologies/tools they personally own, and use on a daily basis?
2. Provide and showcase various types of devices (e.g., iPad, netbooks, tablets, eReaders, Nook, Kindle, Sony, smartphones (including iPhone, Androids, Blackberry) that you can access. Consider asking students, a colleague or local vendors to provide those that you do not have.
3. Teacher will demonstrate how they use various networking applications (e.g., Facebook, Twitter, Flickr, mySpace, LinkIn, Bebo, Ning). Consider inviting various staff/upper classmen, or community members to demonstrate how they use these applications for professional networking in their career fields.
4. Provide printed copies of each student's career suggestions from their ILP. In small groups, ask students to list ways these applications/devices can be used for networking, collaboration, and communication skills and at least three new ways that these applications/devices could be used in their suggested career paths/fields.
5. As a follow-up activity, assign students to create a PowerPoint/podcast demonstrating the impact that applications/devices have on career development and planning. This could be completed as an individual assignment or by grouping students in similar career fields.



## Advising Toolkit

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### Activity C-7: Word Jumble “EUMRSE”

#### Overview:

Students will experience various types of applications and related forms in their career lifetime. Often, they are intimidated by these forms because they are unfamiliar with them. Students need to understand the purpose behind “advertising” themselves for a job by putting a spotlight on their best skills using an application or a resume. IN this activity, students will learn how to write a cover letter and professional resume related to a career field of their choice.

#### Procedure/ Guidelines:

1. Have students discuss the importance of various employment documents that verify accurate personal information. Show examples of various types of documents including: application (education, employment, medical information included), cover letter, resume, letters of recommendation and any other documents that may be pertinent to a specific career field.
2. The teacher needs to clarify the purpose for writing a cover letter and developing a resume. (Refer to the purple “Employment” button at the top of the ILP screen).
3. Review “Letter Writing” section within the “Employment” section of the ILP. Students will use resume builder in the ILP and draft a cover letter that is appropriate for an employer in their choice of career field.
4. Students should be placed in homogeneous career groups to review documents and determine if their letter and resume would result in a job interview.
5. As a follow-up lesson, speakers could be invited in to have students ask what types of questions/information potential employers would want to know.
6. As a follow-up lesson, have students develop at least ten interview questions and conduct mock interviews.
7. Students need to record the above activities in their ILP under “Goals and Plans” and “Career Planning Activities”. These documents are meant to be an ongoing process in their prospective career fields.



## Advising Toolkit

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### Activity C-8: From Classroom to Community

#### Overview:

**Real-life, hands on experiences in the workplace is the key to ensuring that students have realistic expectations for what the world of work will be like. In order for these experiences to have true relevance it is best to connect them with the student's career plans that are aligned with their skills and interests as identified in the ILP.**

#### Procedure/ Guidelines:

1. Print each student's suggested careers in their ILP. Have them select one career they are interested in and list the skills/abilities they feel they would be a good match for that career.
2. Pair students to share their lists and solicit feedback from a peer. Are there other characteristics the student possesses that the peer thinks should be added to the list? Are there other careers this student would be suited to?
3. As a large group activity, ask each student to share something they learned from their partner and one question they have about the career in which they are interested.
4. As a follow-up assignment have students conduct research in their ILP to answer the following questions about the career (sheet attached).
  - a. Brief summary (3-5 sentences) of the career
  - b. Brief summary of the training or education required for the career
  - c. Potential earnings for entry level positions in this career.
  - d. An answer to the question they shared (# 3 above).
5. Review each student's responses to determine if this is a career they would like to pursue further. If yes, reach out to the community to locate a professional mentor that the student could job shadow. If no, begin the search again by having student research a related career from the list of suggestion in their ILP.
6. Finally, have students record this experience as a career planning activity in their ILP by clicking on "Goals and Plans" in the blue banner on the left side of the screen.

Resource: Explore Careers Activity Sheet (attached)



**Careers** | Main | Assessments | Careers | Schools | Employment | ILP | Search | Español

## Explore Careers

**Search for Careers**  
Enter a career name:  **Go!**

➤ Search by Index	Use the alphabetical index to quickly find the careers you're looking for.
➤ Search by School Subject	Pick a school subject and see which careers it leads to.
➤ Kentucky Career Clusters	Explore occupations using Kentucky Career Clusters.
➤ Search by Cluster	Select an occupation cluster and explore the careers within it.
➤ Career Selector	Search for careers based on a variety of criteria.
➤ Military Careers	Learn more about occupations in the military.
➤ Explore Industries	Explore labor market trends and how businesses are grouped.

Name:

Career:

1. Brief summary (3-5 sentences) of the career.
2. Brief summary of the training or education required for the career.
3. Potential earnings for entry level positions in this career.
4. Answer the question the group shared during the classroom discussion.





## Advising Toolkit

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### Activity C-9: “YOU” Tube

#### Overview:

**Students will compare positive and negative real life experiences. They will brainstorm/discuss what a positive attitude looks like. Students will create a project to demonstrate what a positive attitude looks like.**

#### Procedure/ Guidelines:

1. Divide students into same gender groups. Instruct them to close their eyes and ask them to raise their hands if someone has ever been mean to them. Next, have them open their eyes to see that the majority, if not all students, have raised hands.
2. Have students close their eyes again and ask them to raise their hands if they have been mean to someone else. Again, have them open their eyes to see raised hands.
3. In large group discuss the impact of either being mean or being treated meanly can have on school performance and success in a job/career. Ask students to brainstorm words that describe the results of this treatment. Define and discuss each word (suggested words: mistrust, competitiveness, disengagement, indifference..)
4. Allow students to self-select a small group (3-5) to create a project that illustrates one or more of the words above and how it could negatively impact job performance. Choices include (but are not limited to) cartoon, You-Tube video, role playing script, poster, article for a magazine.
5. Using the same medium, have students create a project that illustrates strategies/approaches/ideas for a positive job outcome (i.e., solve a problem, develop a new idea or product)
6. Have students upload any documents, video, pictures they have created to the “My documents” section of their ILP.



## Advising Toolkit

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### Activity C-10: I am TEAM (Lesson One)

#### Overview:

**Students will understand the traits and characteristics of a successful team and will develop the skills necessary to work collaboratively - at all levels - to accomplish a common goal. In the process they will learn to value the contributions of team members with diverse backgrounds, skill sets, knowledge, perspectives and interests.**

#### Procedure/ Guidelines:

- The teacher will divide the group into two “teams” (if the group is large enough, otherwise one team would suffice). The teacher will need to have 12-16 balloons already inflated for this activity.
- Have the teams stand in a circle. The object of the game is to keep the balloons in their circle in the air by hitting them (volleying them) up into the air. If a balloon touches the ground, the team has lost. The team who can stay in the game the longest, wins the game.
- In the beginning the teacher will give two students in each group a balloon and when the teacher says to begin, those students with balloons will begin volleying them into the air. The teacher then adds a balloon to each group every 15-20 seconds until both teams have at least 6 to 8 balloons going at one time.
- On the first try, the team may not organize well. If no student steps to the front as a “leader” the team may very well struggle. The teacher should not coach them through the first round. A team may very well have more than one leader step up and try to direct the game, in which case there may still be a great deal of pandemonium. Again, the teacher should not coach the teams, but allow them to “play” the game under their own direction.
- After one round, the teacher should sit the students down and discuss the process each team went through to try to obtain their objective. What strategies were used to attempt to “win” the game? What strategies were missing that might have helped? This is a good time to discuss if a team had a natural leader step up, or if too many leaders stepped up. Discuss the importance of leadership to the succeeding or failing with a mission.



## Advising Toolkit

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### Activity C-11: I am TEAM (Lesson Two)

#### Overview:

**Students will understand the traits and characteristics of a successful team and will develop the skills necessary to work collaboratively - at all levels - to accomplish a common goal. In the process they will learn to value the contributions of team members with diverse backgrounds, skill sets, knowledge, perspectives and interests.**

#### Procedure/ Guidelines:

- Building on yesterday's discussion, the teacher will initiate a discussion of the students' ideas of a "good"/ effective leader by asking the students to name 2-3 people (could be in their school, in their district, in the state, in the US or a national leader. The leader could be alive or dead.)
- Ask the students to quickly explain who they chose as a good leader in terms of who they were and what they did. Ask the group as a whole what elements, or qualities, these leaders possess. Make a list of these quality traits with the students.
- Now, break the students up into two groups. Give one group the article "Five Qualities Good Leaders Express" by Lisa Dewey (see Resources section below) and "Seven Qualities of a Good Leader" by Barbara White (see Resources section below).
- Ask the students to quickly scan their articles and chart the characteristics these articles indicate that good leaders need. Have someone from each group share their charted list of leadership characteristics.
- If time permits, the teacher could consider asking the students what they feel the difference is between a good leader, and a hero. (i.e. a hero rescues people, whereas a leader helps people learn to rescue themselves; a hero receives the glory for the work, whereas a good leader would share the glory with the team)

#### Resources:

- Five Qualities Good Leaders Express, by Lisa Dewey:  
[http://www.girlscouts.org/for\\_adults/leader\\_magazine/2004\\_fall/five\\_qualities.asp](http://www.girlscouts.org/for_adults/leader_magazine/2004_fall/five_qualities.asp)
- Seven Qualities of a Good Leader, by Barbara White:  
[http://www.groco.com/readingroom/bus\\_goodleader.aspx](http://www.groco.com/readingroom/bus_goodleader.aspx)



## Advising Toolkit

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### Activity C-12: I am TEAM (Lesson Three)

#### Overview:

**Students will understand the traits and characteristics of a successful team and will develop the skills necessary to work collaboratively to accomplish a common goal. In the process, they will learn to value the contributions of team members with diverse backgrounds, skill sets, knowledge, perspectives and interests.**

#### Procedure/ Guidelines:

- The teacher will initiate a discussion on what elements are necessary in an effective team and how those elements were either present or absent from the group balloon activity.
- The teacher should ask the students to consider how the following elements are important to team success (note the teacher may need to provide a brief explanation of these items):
  - Goal Setting
  - Leadership/project Management
  - Team members- defined role
  - Team members equally contributing (participating)
  - Communication
  - Responsibility/Trust
  - Adaptability
  - Compromise
  - Performance assessment
- The teacher can now ask the students to evaluate what they could have done differently in the balloon activity if they had taken time to organize their team. If time permits, allow students to re-do the balloon activity, allowing them time to organize their team. Compare the results to the first time the students participated in this activity.
- Advisor should initiate a discussion of how teams operate in the workforce and:
  - What roles do teams play in your school
  - What roles do teams play in your clubs organizations?
  - What roles do teams play in your community?
  - Which team roles are not necessary?
  - How do animals work in teams?
  - What strengths did you bring to your team?
  - What strengths do you possess that weren't tapped?
  - What makes an effective leader?
  - What are the likely pitfalls to a team project?



## Advising Toolkit

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### Activity C-13: I am TEAM (Lesson Four)

#### Overview:

**Students will understand the traits and characteristics of a successful team and will develop the skills necessary to work collaboratively - at all levels - to accomplish a common goal. In the process they will learn to value the contributions of team members with diverse backgrounds, skill sets, knowledge, perspectives and interests.**

#### Procedure/ Guidelines:

- The teacher will want to discuss with students the importance of making good decisions and the process they can use for considering the options they have in order to make the best decision.
- The Decision Making Lesson Plan (see Resource Section below) has a handout that all students will receive called "Decision Mountain." Provide a copy for all students.
- The Decision Making Lesson Plan (see Resource Section below) has five "stories" that involve situations where students need to make decisions. The teacher should pick 2-3 stories that will work best with their students (consider that Story #5 involves a "walkman." This story can be updated to say MP3 player, iPad or cell phone).
- Divide the students into smaller groups and have them complete the "Decision Mountain" paper based on the story they are assigned. They should work collaboratively in their groups to complete the task.
- Once each group is finished, ask one student from each group to share the story, and the process they went through to chose the best decision.

Note: The lesson plan used for this lesson indicates that it is for 4<sup>th</sup> -6<sup>th</sup> grade. It can be used for both middle and high by choosing (or tweaking) the stories appropriately.

#### Resources:

- Lesson Plan:  
[http://www.eduref.org/Virtual/Lessons/Social\\_Studies/Psychology/PSY0004.html](http://www.eduref.org/Virtual/Lessons/Social_Studies/Psychology/PSY0004.html)



### Personal/Social Activity Pages

Activity #	Title	Topic	Pg #
PS-1	Techniques for Building Solid Parent-School Relationships	Communication, Relationships, Communication	<a href="#">47</a>
PS-2	8 Easy Ways to Make New Friends and Meet People	Relationships, Volunteering	<a href="#">49</a>
PS-3	Cyber Bullying	Bullying, Technology, Cyber bullying, cyber ethics	<a href="#">51</a>
PS-4	No Bullies Allowed	Bullying, Self-esteem, Relationships	<a href="#">52</a>
PS-5	Respect Yourself- Body, Mind and Soul	Self-esteem, Self-concept, Bullying, Relationships	<a href="#">53</a>
PS-6	Senior Talks	Transitions, Role Models,	<a href="#">54</a>
PS-7	Appropriate and Inappropriate Touch	Boundaries, Safety,	<a href="#">55</a>
PS-8	Understanding Stereotypes	Stereotypes, Harassment, Bullying,	<a href="#">56</a>
PS-9	Healthy Me- Physical Activity for a Healthy Life	Health and Wellness;	<a href="#">57</a>
PS-10	College- How Much Does it Cost?	Personal Finances, College, Economics	<a href="#">58</a>
PS-11	Financial Resourcefulness	College, Personal Finances, Economics	<a href="#">59</a>
PS-12	8 Easy Ways to Make New Friends and Meet People	Relationships, Volunteering,	<a href="#">61</a>
PS-13	Expressing Feelings	Self-expression, Feelings,	<a href="#">63</a>
PS-14	How to Manage Your Stress	Health and Wellness, Stress, Mental and Emotional Health	<a href="#">65</a>



## Advising Toolkit



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### Activity PS-1: Techniques for Building Solid Parent-School Relationships


#### Overview:

**Using a variety of communication methods throughout the year can keep parents connected to the middle school classroom. These techniques can help build and sustain strong relationships with parents.**

#### Procedures/ Guidelines:

1. Make Open House a special event - Free food is always a winner! Parents are also encouraged to join the PTO and other organizations to establish and build a positive parent and school relationship. Post/display important phone numbers with extension, e-mail address, homework hotline number, and the school's Web site along with school rules, regulations, and expectations.
2. Contact parents with good news regularly - Make commendation calls or emails. So much time is devoted to students who are not doing well, that students who perform well do not receive adequate praise.
3. Plan a Writing Night - a fun way to share curriculum and give parents a peek into the classrooms. Choose an evening (after work for parents) for your event. An hour or even 45 minutes will probably be plenty of time to have some fun with this.
4. Send invitations - (for parents and students) via newsletter, special send-homes, emails or web site. Provide snacks, everyone loves to eat.
5. Set discussion ideas – use different types of writing the students work on throughout the year: narrative, expository, descriptive, and persuasive, etc.
6. Explain how you do writing conferencing - offer suggestions on how parents can encourage their child to write.
7. Have an interactive activity for parents and students to complete together - for example, have the parent and the student analyzes the strengths and weaknesses in a piece of writing and how would they correct it, taking questions.
8. Utilize technology whenever possible - Parents and teachers both are extremely busy, so use technology to stay in touch (emails, web page, homework hotline, and parent portal that allows them to access student grades via a computer). Of course, not all parents have access to technology, so provide the same information in different written formats.



- 
9. Establish an Open Door Policy - sixth grade parents are sometimes hesitant to volunteer in their child's classrooms, because middle school is much different than elementary school. In order to stay in touch with parents, look for other ways to get them to stop by. For example, they are welcome to come in and observe teaching. Another technique to use is the Top Reader's Party. Every nine weeks award top readers with a pizza party or cupcake party and extend an invitation to parents, acknowledging that they have helped with their child's reading success.
  10. Parent Conferences - be as flexible as possible since some parents can only meet in the mornings or after school. Usually all of the student's teachers meet with the guardian/parent(s) during a conference. This can be intimidating for some parents, so begin the conference by thanking and welcoming the parents. Always start a conference by saying something positive about the student. Every child has strengths that are worthy of being recognized. Then proceed with the conference giving each teacher and parent an opportunity to voice concerns. Attempt to keep conferences on a positive note by reflecting on the statement, "It is not what you say, it is how you say it." I am a parent, and I know how I want to be treated.

Excerpt taken from: <http://www2.scholastic.com/browse/article.jsp?id=3748289>





## Advising Toolkit

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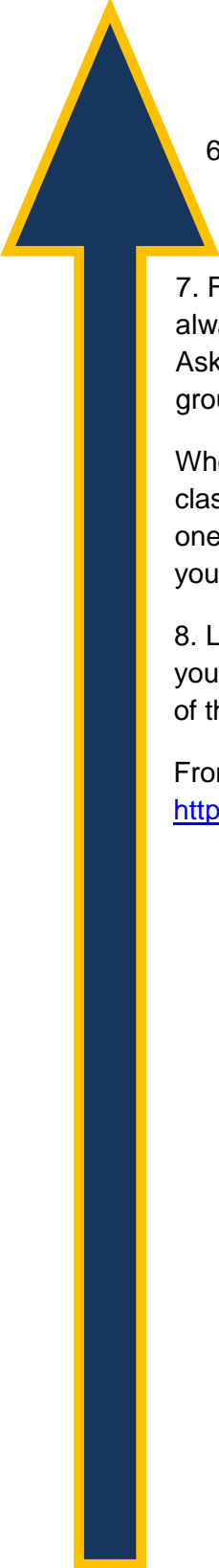
### Activity PS-2: 8 Easy Ways to Make New Friends and Meet People

#### Overview:

**Whether attending a new school or joining a new team or club, meeting people and making friends can be awkward and challenging. Students will benefit from guided discussions that include the following suggestions. Consider role-playing to decrease anxiety and add levity.**

#### Procedures/ Guidelines:

1. Listen and Ask Question: By being a good listener, you let others know that you value what they have to say and, by extension, or who they are. Try making eye contact while they're speaking, then asking a question or two about what they're saying.
2. Give a Compliment: Everyone loves an ego boost. When giving a compliment, be honest and genuine. Even if you're complimenting something very small—like the color of the person's shoes—it's likely to be appreciated. You might even receive a compliment in return!
3. Detach Yourself from Technology – Temporarily: You're less likely to notice who's interested in you if you're constantly checking your email, voicemail and text messages. Being online or on the phone also sends the message to others that you're unavailable. Put away your cell phone from time to time and take a look around. Who seems funny or interesting? Which people in the room have you never talked to? Who pays attention to your ideas?
4. Join a Club or Team: Investigate the clubs and activities at your school or place of worship. Check out the course listings at your local community center, [YMCA](#) or parks and recreation department.
5. Volunteer: Volunteer in your school, community or church. Many teens clean up parks, tutor younger students or help at food pantries, animal shelters or hospitals. Nonprofit organizations always need volunteers as well: Find out if [Habitat for Humanity](#), the [Sierra Club](#), the [Red Cross](#) and other nonprofit groups have chapters near where you live. Chances are, you'll find other teens—and nice people of all ages—volunteering their time.



6. Get a Job: Getting a part-time job at a place where other teens work is another way to meet people and work toward common goals. Even if those goals involve folding sweaters or cleaning toilets, you'll have something to complain about -- and bond over -- with others.

7. Form a Study Group: Does your math teacher give super-hard exams? Is your history teacher always giving pop quizzes? Round up a few others from your class to study together each week. Ask your teacher if you could pass around a sign-up sheet or make an announcement about the group after class.

When your group gets together, share notes and chat about class. Find out what your classmates like about the teacher and what they can't stand. Make flash cards together or quiz one another. Bring snacks and share what's going on in your life. You'll have new friends before you know it.

8. Laugh: Letting others know that you think they're funny makes them feel good and shows them you're interested in what they think. It also shows you have a good sense of humor, which is one of the top things teens look for in a person, whether it's a best friend or a boyfriend or girlfriend.

From Jessica Stevenson, former About.com Guide

<http://teenadvice.about.com/od/datingrelationships/tp/making-new-friends.htm>



## Advising Toolkit

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### Activity PS-3: Cyber Bullying

#### Overview:

Bullying has taken a new turn in our 21<sup>st</sup> Century world. Cyber-bullying consists of the use of technology to harass others. It can include intimidating or malicious messages sent by email, text, or by harassing others on social media websites. Although cyber-bullying is not a physical form of bullying, it can be equally damaging, if not more damaging, to the victim because the audience can be much larger than a group of people in a school setting. The anonymity of not being face to face with the victim also contributes to the process, as they don't see the damage they are doing.

#### Procedure / Guidelines:

1. Discuss the concepts of cyber bullying and cyber ethics.

#### Cyber ethics resources:

- [http://us.norton.com/library/familyresource/article.jsp?aid=pr\\_cyberethics](http://us.norton.com/library/familyresource/article.jsp?aid=pr_cyberethics)
- <http://www.cybercitizenship.org/ethics/whitepaper.html>
- <http://knowwheretheygo.org/DigitalFootprint/cyber-ethics/>

2. Discuss what students (and parents) can do and what they should not do when they feel someone is being bullied.

#### Students:

- a. Should not respond or reply to intimidating messages
- b. Should talk with an adult (their parent, a teacher, etc) if they feel they have been a victim of cyber bullying
- c. Should notify school officials
- d. Should record harassing or intimidating messages or images as proof
- e. Should contact the police if the cyber-bullying includes threats of violence, extortion or a hate crime

This page was based on ideas from the Stop Bullying Now website. For more resources, visit the website at: <http://stopbullyingnow.hrsa.gov/kids/>. The site includes web videos, games and puzzles, and other student-friendly resources for helping students understand and take a stand against bullying.



## Advising Toolkit

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### Activity PS-4: No Bullies Allowed

#### Overview:

**Bullying can ruin more than just a day at school. Students who are continually harassed can become depressed and develop low self-esteem. In extreme cases, some have even committed suicide. Many people dismiss the bullying problem, citing that there have always been school bullies. These days however, the Internet and cell phones have taken bullying to a new level. Bullies sometimes harass their victims online or by sending them intimidating text messages. There are things that parents, teachers, and students can do to address the bullying epidemic.**

#### Procedure/ Guidelines:

1. Discuss how to spot a bully with students and parents. Not all students will tell their parents or teachers that they are being bullied, so it is important for others to be able to recognize the signs of bullying so that they can intervene. Students who are being bullied may often:
  - a. Avoid going to school, riding the bus, or walking to and from school;
  - b. Show signs of depression, anxiety and low self-esteem
  - c. Appear with bruises, torn clothing or damaged personal belongings
  - d. Appear withdrawn, depressed or angry
2. Discuss what students (and parents) can do and what they should not do when they feel someone is being bullied:
  - a. Encourage students (and parents) to talk with teachers or counselors at school to report bullying
  - b. Do not worsen the situation by allowing your own emotions to get in the way. This may frighten or confuse the person being bullied.
  - c. Do not encourage the student to “stand up for themselves.” Violence against violence rarely solves anything. Above all, do not criticize the person being bullied.
  - d. Show empathy to a person who is being bullied. They often feel isolated and alone. Knowing that there is someone who cares about them can be a big help.
  - e. Report incidents of bullying to school officials.

This page was based on ideas from the **Stop Bullying Now** website. For more resources, visit the website at: <http://stopbullyingnow.hrsa.gov/kids/>. The site includes web videos, games and puzzles, and other student-friendly resources for helping students understand and take a stand against bullying.



## Advising Toolkit

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### Activity PS-5: Respect Yourself- Body, Mind and Soul

#### Overview:

**Students are often quick to complain that they are not being shown the respect they feel they deserve- but do they understand the basic concept of respect? Do they treat others with respect? Initiate a group conversation with students on respect. Use the guide below to assist with that discussion.**

#### Procedure/Guidelines:

1. Discuss the concept of respect with students. What does it mean? How do we show (or not show) respect to others? Ask students if they have ever personally been disrespected (might want to use a show of hands so that students do not take a side track on to talking about when they were wronged) and how that made them feel.
2. Explore why being disrespected is such an issue for some. What long term effects can it have on a person, or a group of people?
3. Explain to students that we are made up of a Body (health related issues, our physical body and skin), a Mind (culture- language, nationality, race) and a Soul (our beliefs- customs, religion, ethics). It is important to respect the aspects of other people just as we would want to be respected.
4. Ask the students what ways we can respect one another's Bodies. Do the same with ideas for respecting the Mind and the Soul of one another.
5. Brainstorm a list of practical ways that students can show respect to everyone in the school environment (i.e. awareness of different cultural holidays, video announcements about different cultural customs, a Cultural Fair where various groups of students can do presentations, share foods, share customs, provide awareness of differences).
6. Make a plan of action for one or more of the students' ideas. Involve the students in the planning.



## Advising Toolkit

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### Activity PS-6: Senior Talks

#### Overview:

Younger students (especially eighth and ninth graders) often struggle with the transition into high school. Many schools host orientation or information nights for parents and students, hosted by teachers and administrators. This format is not always the most effective format for students. Consider hosting “Senior Talks” where junior and senior students share from their own experience in order to help younger students find their way through the academic and social setting of the high school.

#### Procedure/Guidelines:

1. Consider hosting an event several times in the early part of the school year where upper-class students have an opportunity to meet with, share and answer questions that younger students would have.
2. Talks could be organized around specific areas of school life, such as:
  - a. Athletics
  - b. Clubs and Organizations
  - c. Leadership
  - d. Academic Survival



## Advising Toolkit

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### Activity PS-7: Appropriate and Inappropriate Touch

#### Overview:

Schools are committed to the safety and well being of all students. Students are often unsure of themselves in many situations in their lives and are often afraid to take the initiative in situations where they feel they might look silly or foolish. Students need the necessary information to be able to determine when a situation is harmless and what to do when a situation seems uncomfortable. In order to do this, students need is to understand appropriate/ inappropriate physical contacts and learn strategies to keep them safe from harm. Students have the right to personal space that is not invaded by others.

#### Procedures/ Guidelines:

1. Lead a discussion with students about identifying body language that signals whether closeness and touching are welcome; when it is unclear permission must be sought; you have the right to seek help if you feel threatened in any way; and be aware that some students have physical disabilities in which any kind of touch could cause pain and discomfort. You have the right to say no to any unwanted touch or contact. Touch is appropriate if:
  - a. it is welcomed and permission is given (i.e. handshake)
  - b. Is an expression of genuine care and sympathy
  - c. Causes no discomfort to the recipient
  - d. Is offered openly in the presence of others (especially in the case of an embrace).
2. Lead a discussion explain that a touch is inappropriate if it:
  - a. Can be perceived as a threat
  - b. Can be perceived as physical harm
  - c. Causes embarrassment to the other person
  - d. Can readily be misinterpreted in any way
  - e. Does not allow the other person to disengage easily (an arm around the shoulder is quite different from an arm around the waist or a frontal embrace)
3. With adult supervision, two or more students can role play demonstrating personal space and appropriate/ inappropriate physical contact.
4. List ways to appropriately approach others. Then identify ways to respond to someone who is invading your personal space.

**Note:** there are other topics this activity may lead to. Other topics may include: abuse, physical abuse, sexual abuse, rape/date rape, sexual harassment, etc. You may consider conducting this lesson with like-gender classes by perhaps trading students with another advisor so that one of you has the males and one the females.



## Advising Toolkit

☐ Academic

☐ Career

☒ Personal/Social

### Activity PS-8: Understanding Stereotypes

#### Overview:

**Students face a lot of pressure, including pressures from stereotypes and the expectations (positive or negative) that those stereotypes can impose. Begin by discussing the assumptions that can lead to stereotypes and the unfair judgments about individuals and groups that stereotypes can ultimately cause.**

#### Procedure/ Guidelines:

1. Discuss with students how people often use labels or categories to describe others and how these labels can be based on such characteristics such as clothing, looks, the way a person talks, or the groups to which a person may belong. Explain that categorizing things or people is a human inclination, however people often make assumptions about groups of people they don't even know.
2. Ask the class to brainstorm categories that are used at school to group students. Categories could include labels such as "jocks" or "brains." Write each category the students generate on the board, or on a sheet of poster paper. Finally, have students narrow their list to five major categories.
3. Write these five major categories on five separate pieces of flip chart paper (or on five different sections of the board) and post these around the room. Give the students 10 minutes to travel to each sheet and write down adjectives (or other describing words) that related to the category heading. Remind students that they only need to add new words to a chart- if the word is already there, they do not need to repeat it.
4. When they are finished, ask students to take a moment to look at the words they have generated under each group heading. Use the following questions to lead a discussion:
  - a. Do assumptions apply to everyone in a group?
  - b. Do most people hold the same assumption about a group? Why or why not?
  - c. Do assumptions tell us anything definite about a categorized individual?
  - d. How do assumptions affect your behavior toward others?
5. Ask students to help define the word "stereotype." Explain that when we make assumptions about an entire group of people, those assumptions are referred to as stereotypes. When assumptions and stereotypes influence our attitudes, making a fair judgment about something or someone is difficult. This is called bias".
6. Take another look at the adjectives recorded and hold a class discussion around the following questions: Do these adjectives describe stereotypes? How can they be unfair or hurtful?

Lesson plan is taken from <http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm>





## Advising Toolkit

☐ Academic

☐ Career

☒ Personal/Social

### Activity PS-9: Healthy Me- Physical Activity for a Healthy Life

#### Overview:

Regular participation in physical activity is important for achieving and maintaining all elements of health. It not only improves your physical health but social, mental and emotional health as well. To focus on overall wellness is to strive to balance all parts of health. Improving your physical health through adequate physical activity is a great place to impact each component of health. It's especially important if you're trying to lose weight or to maintain a healthy weight.

#### Procedure/ Guidelines:

1. Invite students who may be interested in participating in a health maintenance/weight maintenance group.
2. The Advisor has a number of options to facilitate student success:
  - a) Invite a speaker to share strategies for maintaining a healthy weight.
  - b) Request that the school council make recommendations/ set policy to implement opportunities within the school day for physical activity.
  - c) Connect students or group with a mentoring/role modeling program for assistance in developing an individual wellness plan through a partnership with the local public health department or other community agency.
  - d) Collaborate with the school nurse or other school staff to provide faculty support to a student support group by perhaps walking or exercising after school.

[www.presidentschallenge.org](http://www.presidentschallenge.org)

<http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>

[http://www.cdc.gov/healthyweight/physical\\_activity/index.html](http://www.cdc.gov/healthyweight/physical_activity/index.html)



## Advising Toolkit

☐ Academic

☐ Career

☒ Personal/Social

### Activity PS-10: College- How Much Does it Cost?

#### Overview:

Students rarely understand the financial side of going to college. This lesson is designed to help them begin thinking about the money they might need to plan on for college. This lesson relies on a specific resource, EconEdLink, which is the leading source of online economic and personal finance lessons and other resources for educators, students and afterschool providers.

#### Procedures/ Guidelines:

1. Go to EconEdLink at <http://www.econedlink.org/lessons/index.php?lid=789&type=educator> and find the “You’re Going to College Interactive Activity” lesson. Students will go through a series of online game-like activities that will expose them to the basic financial considerations of college attendance. The first game is “Concentration.” Students will need to click on the “Begin Concentration” button on the screen.



#### Resources

- EconEdLink <http://www.econedlink.org/>
- *The Real Cost of Going to College* section at [www.gotocollege.ky.gov](http://www.gotocollege.ky.gov) contains information about billable and non-billable costs. Get a breakdown of fees from individual Kentucky colleges by linking to the Kentucky College Cost Information page and using the *College Cost and Award Package Comparison* form.
- Kentucky Higher Education Assistance Authority: [www.kheaa.com](http://www.kheaa.com)



## Advising Toolkit

☐ Academic

☐ Career

☒ Personal/Social

### Activity PS-11: Financial Resource-fullness

#### Overview:

**Students rarely understand the financial side of going to college. This lesson is designed to help them begin thinking about how they can find resources to help them pay for college.**

#### Procedures/ Guidelines:

1. Visit [www.gotocollege.ky.gov](http://www.gotocollege.ky.gov). Check out *The Real Cost of Going to College* section to learn about billable and non-billable costs
  - Get a breakdown of fees from individual Kentucky colleges by linking to the *Kentucky College Cost Information* page
  - Use the *College Cost and Award Package Comparison* form to find the school that is the best financial fit
2. The Kentucky Higher Education Assistance Authority (KHEAA) employs regional outreach counselors that live and work in 13 regions across the state. Outreach counselors are available, at no charge, to provide interactive workshops on a variety of college-planning, student financial aid, college admissions and financial literacy topics. Presentations are aligned with KDE's Core Content for Assessment of Practical Living/Vocational Studies. Visit the [Counselors, Community Partners and College Access Providers](#) section of [www.kheaa.com](http://www.kheaa.com) for contact information and additional presentation descriptions.
  - a. The Your Map to College session encourages middle school students to study hard, get good grades, and set their sights on education after high school. Students learn the benefits of getting a higher education, what they can do to prepare for their futures, and how to earn scholarship funds to help pay for college or technical school. Topics covered include:
    - i. Becoming familiar with KHEAA
    - ii. Learning how hobbies and interests can turn into future careers
    - iii. Checking out [www.kheaa.com](http://www.kheaa.com), a single point of information for students, parents, counselors and others
    - iv. Comparing median earnings based on educational level
    - v. Viewing Kentucky occupations by salary
    - vi. Learning other benefits of higher education
    - vii. Calculating the grade point average (GPA)
    - viii. Understanding the Kentucky Educational Excellence Scholarship (KEES) program and its use
    - ix. Becoming aware of EXPLORE, PLAN and ACT exams



- b. The *How to Handle Your Future* presentation for high school freshmen and sophomores introduces students to free college planning materials and services. Participants will learn the benefits of getting a higher education and be introduced to state and federal financial aid programs and terms. In addition to topics covered in the middle school session, topics covered include:
- i. Accessing free college planning information and student financial aid resources
  - ii. Understanding need-based and merit-based financial aid
  - iii. Learning the types of financial aid available, including grants, scholarships, work-study and loans
  - iv. Exploring the sources of financial aid, including federal and state government, military, KHEAA, school-based and private aid
  - v. Researching federal and state financial aid programs including the College Access Program (CAP) Grant and the Kentucky Tuition Grant (KTG) Program
  - vi. Using KEES to pay for college or technical training
  - vii. Visiting online sites for additional information
  - viii. Creating a free personalized account at [kheaa.com](http://kheaa.com)
- c. KHEAA's [Paying for College 101](#) workshop provides high school students with the detailed information they need to apply for student financial aid. Students will learn about the financial aid process, discovering when and how to apply for state and federal funds. Options for filling the gap if traditional financial aid does not meet their need will be discussed, and common application mistakes, financial aid blunders, and other information will be covered. Topics covered include:
- i. Choosing the college that best fits the individual student
  - ii. Learning the formula that determines financial need
  - iii. Breaking down the school's cost of attendance
  - iv. Understanding the Expected Family Contribution (EFC)
  - v. Completing the Free Application for Federal Student Aid (FAFSA)
  - vi. Reviewing student loan choices

#### Resources

- [www.gotocollege.ky.gov](http://www.gotocollege.ky.gov)
- [www.kheaa.com](http://www.kheaa.com)



## Advising Toolkit

☐ Academic

☐ Career

☒ Personal/Social

### Activity PS-12: 8 Easy Ways to Make New Friends and Meet People

#### Overview:

**Whether you're attending a new school or looking for a date, meeting people and making friends can be awkward and challenging. However, it doesn't have to be so hard. Try a few of these simple tips, and you'll be on your way in no time.**

#### Procedures/ Guidelines:

Share the following with students. Discuss each idea.

##### 1. Listen and Ask Questions

Other people like to know they're being heard and that their ideas are appreciated. By being a good listener, you let others know that you value what they have to say and, by extension, who they are. You can let others know you're paying attention by making eye contact while they're speaking, then asking a question or two about what they're saying. If the conversation goes well, ask the person for his or her phone number or email, then make plans to hang out.

##### 2. Give a Compliment

Everyone loves an ego boost. Noticing something you like about someone and sharing it with him or her is a great way to forge a connection and start a conversation. When giving a compliment, be honest and genuine. Even if you're complimenting something very small—like the color of the person's shoes—it's likely to be appreciated. You might even receive a compliment in return!

##### 3. Detach Yourself from Technology -- Temporarily

You're less likely to notice who's interested in you if you're constantly checking your email, voicemail and text messages. Being online or on the phone also sends the message to others that you're unavailable. Put away your cell phone from time to time and take a look around. Who seems funny or interesting? Which people in the room have you never talked to? Who pays attention to your ideas? Make a mental note and spend a little time getting to know these people face-to-face.

##### 4. Join a Club or Team

Having an interest in common with another person gives both of you something to talk about. No matter if that interest is reading, rugby or rock 'n' roll, pursuing it with other people is fun and gives you a sense of meaning and belonging. Clubs, teams and other groups also work toward common goals, which is inspiring, teaches you how to solve problems and helps you bond with others. Investigate the clubs and activities at your school or place of worship. Check out the course listings at your local community center, [YMCA](#) or parks and recreation department. Form a band or a book club, or start an interest group online. You'll have a circle of friends before you know it.



### **5. Volunteer**

A strong desire to help others is attractive to most people, whether they're looking for a friend or a date. It's also extremely appealing to colleges and scholarship programs. Channeling this desire into a volunteer project is a great way to meet others, build community and work toward common goals. You can volunteer in your school, community or church. Many teens clean up parks, tutor younger students or help at food pantries, animal shelters or hospitals. Nonprofit organizations always need volunteers as well: Find out if [Habitat for Humanity](#), the [Sierra Club](#), the [Red Cross](#) and other nonprofit groups have chapters near where you live. Chances are, you'll find other teens—and nice people of all ages—volunteering their time.

### **6. Get a Job**

Getting a part-time job at a place where other teens work is another way to meet people and work toward common goals. Even if those goals involve folding sweaters or cleaning toilets, you'll have something to complain about -- and bond over -- with others.

### **7. Form a Study Group**

Does your math teacher give super-hard exams? Is your history teacher always giving pop quizzes? Round up a few others from your class to study together each week. Ask your teacher if you could pass around a sign-up sheet or make an announcement about the group after class. When your group gets together, share notes and chat about class. Find out what your classmates like about the teacher and what they can't stand. Make flash cards together or quiz one another. Bring snacks and share what's going on in your life. You'll have new friends before you know it.

### **8. Laugh**

Letting others know that you think they're funny makes them feel good and shows them you're interested in what they think. It also shows you have a good sense of humor, which is one of the top things teens look for in a person, whether it's a best friend or a boyfriend or girlfriend.

From Jessica Stevenson, former About.com Guide

<http://teenadvice.about.com/od/datingrelationships/tp/making-new-friends.htm>



## Advising Toolkit

☐ Academic

☐ Career

☒ Personal/Social

### Activity PS-13: Expressing Feelings

#### Overview:

**Some students lack the skills to properly identify and express their feelings. Students who lack in these skills often have little self-awareness, and can feel alone and helpless. These students often have few coping resources. Often, we attempt to fix the problem by offering quick-fix solutions, or try to solve it for them. These responses make it worse, and does not help the student learn how to express themselves and solve their own problems.**

#### Procedure/ Guidelines:

These are steps to help students to solve their own problems by identifying and expressing their feelings

1. Help students identify common feelings that they experience. Ask what these feelings look like on a person's face, or feel like when a person is experiencing them. Make a list of these feelings on the board, or on poster paper.
2. Help validate the feelings. In other words, help students think of a situation or circumstance under which each feeling might be very valid to have (for example, when might it be very understandable for someone to be angry?) In these circumstances, would a person have an intense or mild version of the feeling?
3. Discuss certain actions that people who are having each feeling may exhibit. Discuss what actions are logical and which are unacceptable (over reaction, illegal, etc). This is a great time to discuss the fact that they need to "own" their feelings and that they are responsible for their actions, no matter what circumstances may have lead to the feeling.
4. Brainstorm ways to cope with each feeling that would be constructive and not cause more harm than good.
5. Stress to the students that communication is the key to expressing feelings and working through the problem, finding a solution.

When talking to students, listen closely to what is being said and the feeling behind the content. Paraphrase what you hear back to check for accuracy. Avoid the impulse to rush to solve the problem! The most important part here is the feeling to be verbally expressed. The student will not be ready to talk about solutions until that happens.

<http://www.suite101.com/content/helping-teens-express-feelings-a12943>



## Advising Toolkit

☐ Academic

☐ Career

☒ Personal/Social

### Activity PS-14: How to Manage Stress

#### Overview:

**Stress is not always a bad thing. Some levels of good stress help people meet deadlines, complete difficult tasks, or perform in a sport or other performance activity. Students often experience high levels of stress that can interfere with academic performance, and among other aspects of their lives. Too much stress can keep students from completing any tasks at all. This lesson helps to identify the causes of stress and what can be done to reduce it.**

#### Procedures/ Guidelines:

Your school counselor, FRYSC Coordinator, or other interested teachers may have other ideas to add to this lesson plan.

1. Ask students how they would define stress. Write their ideas on the board, or on a sheet of poster paper.
2. Discuss with students the difference between good and bad stress. See if they can think of examples for each type of stress.
3. Emphasize to students that stress can cause powerful feelings, as well as biological changes in the body. Ask them how they feel when they are stressed. List any ideas they share. (Students responses most likely would have included “fight or flight” theory of stress. If not, introduce it as an example.)
4. Organize group discussion:
  - a. Ask students to identify what makes them feel stressed. List on chart.
  - b. Discuss how this makes them feel and what it may look like. List on chart.
  - c. Discuss techniques for dealing with stress and reducing it. List on chart.
5. Discuss with students when too much stress might require them to seek help and who they contact if they need help.

Note: If you have access to the internet and a computer, consider going to the “Learn to be Healthy” website at [www.learntobehealthy.org/teens](http://www.learntobehealthy.org/teens). At this site, a teenage moderator explains stress and stressors. There are also resources here for students to use, including a Health Log and a journal. There are also a series of small videos on various topics for students.





## Appendices

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## Advising Toolkit

### Appendix A

#### KDE Contact Information

##### Advising Programs, Components and Resources

Sharon Johnston, [Sharon.johnston@education.ky.gov](mailto:Sharon.johnston@education.ky.gov) 502-564-2106

##### Alternative Education, Programs and Resources

Sherri Clusky, [sherri.clusky@education.ky.gov](mailto:sherri.clusky@education.ky.gov) 502-564-2106

##### Career Readiness

Donnalie Stratton, [Donnalie.stratton@education.ky.gov](mailto:Donnalie.stratton@education.ky.gov) 502-564-3472

Carole Frakes, [carole.frakes@education.ky.gov](mailto:carole.frakes@education.ky.gov) 502-564-3472

##### College Readiness

Amy Patterson, [amy.patterson@education.ky.gov](mailto:amy.patterson@education.ky.gov) 502-564-2106

April Pieper, [april.pieper@education.ky.gov](mailto:april.pieper@education.ky.gov) 502-564-2106

##### Exceptional Children

Denise Bailey, [denise.bailey@education.ky.gov](mailto:denise.bailey@education.ky.gov) 502-564-2106

Johnny Collett, [Johnny.collett@education.ky.gov](mailto:Johnny.collett@education.ky.gov) 502-564-4970

Gretta Hylton, [gretta.hylton@education.ky.gov](mailto:gretta.hylton@education.ky.gov) 502-564-4970



## Advising Toolkit

### Appendix B

#### Community Agencies and Partners Contact Information

Organization Name	<b>Georgetown College</b>
Web Address	<a href="http://www.georgetowncollege.edu">www.georgetowncollege.edu</a>
Contact Person	Office of Admissions
Contact Person email	<a href="mailto:admissions@georgetowncollege.edu">admissions@georgetowncollege.edu</a>
Street Address (if important)	400 E. College Street, Georgetown, KY 40324
Phone Number	Admissions Office: 1-800-788-9985 or 502 863-8009
Paragraph Description	<p>Georgetown College is a small residential, co-educational liberal arts college distinguished by a combination of respected, rigorous undergraduate and graduate programs, an array of opportunities for involvement and leadership, a commitment to Christian values and its distinctive heritage. This provides an environment for intellectual, spiritual and social growth. Through a broad undergraduate program, the curriculum offers a foundation for shaping informed thought and seeks persons committed to supporting its mission and to realizing their full potential in this community of learners.</p> <p>Degrees and Majors offered: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Music Education, Master of Arts; 41 undergraduate majors; graduate education programs.</p> <p>Campus visits and overnights are available with a week's notice preferred. Students need to apply by February 1 of their senior year of high school.</p>

Organization Name	<b>Junior Achievement of Kentuckiana, Inc.</b>
Web Address	<a href="http://www.jaky.org">www.jaky.org</a>
Contact Person	Maria Baumgartner, Vice President of Education
Contact Person email	<a href="mailto:mbaumgartner@jaky.org">mbaumgartner@jaky.org</a>
Phone Number	(502) 561-5437



Paragraph Description	Junior Achievement's programs teach work readiness, financial literacy and entrepreneurship concepts that support Kentucky's learning goals. JA Real Jobs, Real World was created to enhance the high school Career Cruising and ILP process. The program is supplied free of charge to schools and is taught by a real-world volunteer mentor who helps young people to learn about "hot jobs" in their own region. For more information on JA's elementary, middle and high school programs, visit the website.
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Organization Name	<b>Kentucky Community &amp; Technical College System</b>
Web Address	<a href="http://www.kctcs.edu">http://www.kctcs.edu</a>
Contact Person	Dr. Michael Krause
Contact Person email	<a href="mailto:michael.krause@kctcs.edu">michael.krause@kctcs.edu</a>
Phone Number	859-2565-3100
Paragraph Description	The 16 colleges of the Kentucky Community and Technical College System (KCTCS) offer 68 campus locations across Kentucky. From Ashland to Paducah, from Covington to Bowling Green, and online, KCTCS colleges provide accessible education and workforce training to Kentucky and beyond. Forget giant loans! With our <b>Go2Transfer</b> program, we offer a low-cost option for achieving a four-year degree. Spend two years at home with us—then go on to the four-year college of your choice. For students who need a job now, our <b>Go2Work</b> program offers 600 occupational options with certificates and degrees that can be completed in two years or less! Whichever path is right for you, higher education in Kentucky begins at KCTCS. <b>Go further, Go faster, Go You!</b>

Organization Name	<b>Kentucky Council on Economic Education</b>
Web Address	<a href="http://www.econ.org">www.econ.org</a>
Contact Person	Susan Sandage
Contact Person email	<a href="mailto:susan@econ.org">susan@econ.org</a>
Phone Number	502-267-3570 or 1-800-I-DO-ECON
Paragraph Description	The Kentucky Council on Economic Education website includes lessons, simulations, and programs that can be used to teach economics, personal finance, and entrepreneurship. Through our Centers for Economic Education, we also offer professional development opportunities. The E-learning Center also includes a free pre/post test portal.



Organization Name	<b>Council on Postsecondary Education</b>
Web Address	<a href="http://www.cpe.ky.gov">http://www.cpe.ky.gov</a>
Contact Person	Sue Cain
Contact Person email	<a href="mailto:Sue.Cain@ky.gov">Sue.Cain@ky.gov</a>
Phone Number	502-573-1555
Paragraph Description	<p>The Council is the statewide coordinating agency for the public postsecondary institutions in Kentucky. The Council's primary responsibility is to ensure a well-coordinated and efficient postsecondary and adult education system. Among the Councils responsibilities are:</p> <ul style="list-style-type: none"> <li>• To develop and implement a strategic agenda for the postsecondary and adult education system that includes measures of educational attainment, effectiveness, and efficiency.</li> <li>• To produce and submits a biennial budget request for adequate public funding of postsecondary education.</li> <li>• To monitor and approve tuition rates and admission criteria at public postsecondary institutions.</li> <li>• To define and approve all academic programs at public institutions.</li> <li>• To ensure the coordination and connectivity of technology among public institutions.</li> <li>• To collect and distribute comprehensive data about postsecondary education performance.</li> </ul>

Organization Name	<b>Murray State University Upward Bound</b>
Web Address	<a href="http://www.murraystate.edu/upwardbound">www.murraystate.edu/upwardbound</a>
Contact Person	Jennifer Caldwell
Contact Person email	<a href="mailto:jennifer.caldwell@murraystate.edu">jennifer.caldwell@murraystate.edu</a>
Street Address (if important)	
Phone Number	1-800-877-5662
Paragraph Description	<p>Upward Bound is a federally funded grant program from the U.S. Department of Education. Upward Bound works with high school students from area schools to succeed in high school and to obtain a college degree. Students must meet application requirements. For more information please see our website.</p>



Organization Name	<b>Student Support Center</b>
Web Address	<a href="http://franklin.kyschools.us/bms/ssc/default.aspx">http://franklin.kyschools.us/bms/ssc/default.aspx</a>
Contact Person	Betty Lawson
Contact Person email	<a href="mailto:Betty.Lawson@franklin.kyschools.us">Betty.Lawson@franklin.kyschools.us</a>
Street Address (if important)	Bondurant Drive Frankfort, KY. 40601
Phone Number	502-875-8440
Paragraph Description	The mission of the center is to remove all barriers that stand in the way of student success and achievement.



## Advising Toolkit

### Appendix C

#### ILP Student Questionnaire

#### Annual Student Survey Questions in the ILP

##### Grade 6 Student Survey

**1** Select all the activities that were offered to you and you took advantage of to prepare you for the transition to middle school.

**1a** Special class to learn strategies for succeeding in middle school

Offered

Participated

Not Offered

**1b** School activity during the summer before entering middle school

Offered

Participated

Not Offered

**1c** A peer mentor relationship with a middle school student

Offered

Participated

Not Offered

**1d** Time to talk with middle school students

Offered

Participated

Not Offered

**1e** Time to talk with a middle school counselor

Offered

Participated

Not Offered



**1f Trip to the middle school**

Offered  
Participated  
Not Offered

**1g Open House at the middle school**

Offered  
Participated  
Not Offered

**1h Access to information about the middle school (e.g. flyer about school, club information, sports information, handbook)**

Offered  
Participated  
Not Offered

**1i Someone from the middle school visited my school to talk about transition**

Offered  
Participated  
Not Offered

**2 Did your teachers make learning fun and interesting this past year?**

Yes, in all classes  
Yes, in some classes  
No, not in any classes

**3 Were you permitted the opportunity to redo work until you got it right?**

Yes, in all classes  
Yes, in some classes  
No, not in any classes

**4 Were you required to read books in classes other than for English/Language Arts?**

Yes, in all classes  
Yes, in some classes  
No, not in any classes





- 5 Did you work in groups to solve problems in mathematics other than those in the textbook?**
- Yes  
Sometimes  
No
- 6 Did you complete lab experiences in science that involved designing an experiment about a topic of your choice, writing a lab report and presenting the results to the class?**
- Yes, several times  
Once or twice  
No, never
- 7 Was what you learned this year related to your everyday life?**
- Yes, most of it was  
Yes, some of it was  
No, I didn't see the connection
- 8 Did your school assist you in career exploration and planning for a career?**
- Yes  
A little  
No
- 9 Have the teachers in your classes allowed you to demonstrate what you know in different ways?**
- Yes, in all classes  
Yes, in some classes  
No, not in any classes
- 10a Was school difficult for you this year?**
- Yes  
A little  
No



**10b If yes, did you get the help you needed to be successful? (Check all that apply)**

Extended School Services (ESS)

Peer tutoring

Adult mentoring

After school homework help

Email help from teachers

Advisor help

Other

**11 If you took advantage of the Extended School Services (ESS) program, did it help you with what you needed help in?**

Yes, it helped

No, it didn't help me

I did not participate in the ESS program

**12 How hard did you work on schoolwork?**

I try hard 100% of the time

I try hard 75% of the time

I try hard 50% of the time

I try hard 25% of the time

I don't see a reason to try hard

**13 How often did you work with your ILP Individual Learning Plan?**

Once a day

Once a week

Once a month

Once a year

**14 How many hours per week did you work on schoolwork outside of the classroom?**

0-1 hours

1-2 hours

2-5 hours

5-10 hours

10+ hours



**15 What are your plans after high school? (Check all that apply)**

4 year college  
2 year college  
Vocational technical college  
Direct entry into the Workforce  
Military service  
Undecided

**16 If you had a personal problem that you needed to talk with someone about, was there someone at your school that knew you and would listen to you?**

Yes  
Sometimes  
No  
Not sure

**Grade 7 Student Survey**

**1 How often did you work with your ILP Individual Learning Plan?**

Once a day  
Once a week  
Once a month  
Once a year

**2 If you took advantage of the Extended School Services program, did you work on areas that were problems for you?**

Yes  
No  
I did not participate in the Extended School Services program.

**3 How did you use technology in your classes? (Check all that apply)**

Daily lessons (PowerPoint, word processing, etc.)  
Research  
Skill development (typing, reading, mathematics, etc.)  
Project presentation  
None of the above



- 4 Did the learning experiences in your classes relate to problems or situations connected to the world outside school?**
- Yes, in all classes
- Yes, in some classes
- No, not in any classes
- 5 Did you work in cooperative groups with other students in your classes?**
- Yes, in all classes
- Yes, in some classes
- No, not in any classes
- 6 Were you encouraged and expected to participate in class discussions in your classes?**
- Yes, in all classes
- Yes, in some classes
- No, not in any classes
- 7 Did you have opportunity to write in your classes and make contributions to an ongoing student portfolio?**
- Yes, in all classes
- Yes, in some classes
- No, not in any classes
- 8 Were you required to read books and materials in addition to the textbook in all classes?**
- Yes, in all classes
- Yes, in some classes
- No, not in any classes



**9 Did you work in groups to solve problems in mathematics other than those in the textbook?**

Yes, often

Yes, sometimes

No, never

**10 Did you prepare written lab reports in Science Lab class?**

Yes, often

Several times

A few

None

**11 Were your classes difficult and challenging?**

Yes, all of my classes

Some of my classes

No, none of my classes

**12 Were your courses interesting and engaging?**

Yes, all of my classes

Some of my classes

No, none of my classes

**13a Did an adult mentor or advisor work with you at regularly scheduled times on your goals, educational plan and personal issues, etc.?**

Yes

No

**13b If yes, how often?**

Daily

Weekly

Monthly

Yearly



**14 Could you have worked harder on school work in class and out of class than you did this year?**

Yes, much harder

A little harder

No, I've worked as hard as I could

**15a Did you receive response and feedback to your homework and assignments?**

Yes

No

**15b If yes, how quickly?**

Same day

Next day

2-5 days

Next week

Longer

**16 Do you know what your educational and career goals are?**

Yes, I have a good idea

I have some ideas but I am not sure

No, I haven't thought about it

## Grade 8 Student Survey

**1 If you took advantage of the Extended School Services program, did it make a difference in your learning?**

Yes, it helped very much

It helped some

No, it didn't help

I did not participate in the Extended School Services program.

**2 How did you use technology in your classes? (Check all that apply)**

Daily lessons (PowerPoint, word processing, etc.)

Research

Skill development (typing, reading, mathematics, etc.)

Project presentation



Graphing calculators

Smart boards

Other

None of the above

**3 Were you required to read other books and materials in addition to the textbook in your classes?**

Yes, in all classes

Yes, in some classes

No, not in any classes

**4 Did you use science equipment to do science activities in a laboratory setting?**

Yes

Sometimes

No, never

**5 Have your classes challenged you academically and taught you in a way that you could see the connections to life outside of school?**

Yes, in all classes

Yes, in some classes

No, not in any classes

**6 In your classes, did you learn to analyze various problems to come up with solutions?**

Yes, in all classes

Yes, in some classes

No, not in any classes

**7 Did the teachers in your classes allow you to demonstrate what you know in different ways?**

Yes, in all classes

Yes, in some classes

No, not in any classes

**8 How often did you work with your ILP Individual Learning Plan?**

Once a day

Once a week

Once a month

Once a year



- 9** If you had a personal problem and you needed to talk with someone, was there an individual at your school to whom you could go for help?
- Yes  
Sometimes  
No  
Not sure
- 10** Did your school assist you in career exploration and planning for a career?
- Yes  
A little  
No
- 11** Did your school offer the classes you needed to meet your goals?
- Yes  
A few  
No
- 12** How many hours per week did you work on schoolwork outside of the classroom?
- 0-1 hours  
1-2 hours  
2-5 hours  
5-10 hours  
10+ hours
- 13** What are your plans after high school? (Check all that apply)
- 4 year college  
2 year college  
Community/technical college  
Direct entry into the workforce  
Military service  
Undecided
- 14a** Was school difficult for you this year?
- Yes





A little

No

**14b If yes, did you get the help you needed to be successful? (Check all that apply)**

**Extended School Services**

Peer tutoring

Adult mentoring

After school homework help

Email help from teachers

Advisor help

Other

None of the above

**15 Did taking the ACT Explore assessment help you in academic and career planning?**

Yes, it was very helpful

Yes, it was somewhat helpful

No, didn't help

I did not take the ACT Explore assessment

**16 Do you feel your school has prepared you for what will be expected of you in high school?**

Yes, I got what I need

I'm not sure

No, I don't think I am ready

**Grade 9 Student Survey**

**1 Select the activities that were offered this past year and you took advantage of to prepare you for the transition to high school.**

**1a Special class to learn strategies for succeeding in high school**

Offered

Participated

Not Offered



**1b School activity during the summer before high school**

Offered  
Participated  
Not Offered

**1c A peer mentor relationship with a high school student**

Offered  
Participated  
Not Offered

**1d Time to talk with high school students**

Offered  
Participated  
Not Offered

**1e Time to talk with a high school counselor**

Offered  
Participated  
Not Offered

**1f Trip to the high school**

Offered  
Participated  
Not Offered

**1g Open House at the high school**

Offered  
Participated  
Not Offered

**1h Access to information about the high school (e.g. flyer about school, club information, sports information, handbook)**

Offered  
Participated



Not Offered

**1i Someone from a high school visited my school to talk about the transition**

Offered

Participated

Not Offered

**2 If you took advantage of the Extended School Services program, did it target your specific needs?**

Yes

A little

No

I did not participate in the Extended School Services program

**3 Did you have learning experiences designed to relate to problems or situations connected to the world outside of school?**

Yes, in all classes

Yes, in some classes

No, not in any classes

**4 Did you do computer-assisted research in your classes?**

Yes, in all classes

Yes, in some classes

No, not in any classes

**5 Were you engaged in classes that allowed you choices in what you learned and how it was learned?**



Yes, in all classes  
Yes, in some classes  
No, not in any classes

**6 Were you permitted the opportunity to redo work to reach mastery?**

Yes, in all classes  
Yes, in some classes  
No, not in any classes

**7 Were you required to read books in addition to the textbook in classes other than English/Language Arts?**

Yes, in all classes  
Yes, in some classes  
No, not in any classes

**8 Did you use a graphing calculator and a computer to complete mathematics assignments?**

Yes, often  
Yes, sometimes  
No, never

**9 Did you complete lab experiences in science that involved designing an experiment about a topic of your choice, writing a lab report, and presenting the results to the class?**

Yes, often  
A few times  
No

**10 After completing a year of high school, do you feel the middle school offered you what you needed to be successful in high school?**

Yes  
Somewhat  
No

**11a Were end-of-course assessments used as one measure to gauge your readiness for the next level of learning or next course?**

Yes  
No



**11b If yes, in which subjects? (Check all that apply)**

Mathematics  
Language Arts  
Social Studies  
Science  
Practical Living/Vocational Studies  
Arts & Humanities  
None of the above

**12 Were performance based assessments used to measure your mastery in core and elective classes?**

Yes, in all classes  
Yes, in some classes  
No, not in any classes

**13 Has your school prepared you to think critically?**

Yes  
No  
I'm not sure

**14 Did school make you curious to learn about other things?**

Yes  
Somewhat  
No, not at all

**15 Could you have worked harder on school work in class and out of class than you did this year?**

Yes, much harder  
A little harder  
No, I've worked as hard as I could

**16 How often did you work with your ILP Individual Learning Plan?**

Once a day  
Once a week  
Once a month  
Once a year



**17a Did an adult mentor or advisor work with you at regularly scheduled times on your goals, educational plan and personal issues, etc.?**

Yes

No

**17b If yes, how often?**

Daily

Weekly

Monthly

Yearly

**18a Did you receive prompt response and feedback to your homework and assignments?**

Yes

No

**18b If yes, how quickly?**

Same day

Next day

2-5 days

Next week

Longer

## Grade 10 Student Survey

**1 Do you feel that your schedule was flexible, allowing you to meet your needs to gain academic success?**

Yes, very flexible

Somewhat flexible

Not flexible at all

**2 Did a formal process exist to assist you in post-secondary planning, including matching your needs with scholarship opportunities and financial aid planning?**

Yes, helped very much

Yes, I received some help



Yes, but it didn't help me  
No, nothing exists to help

**3 If you took advantage of the Extended School Services program, did it target your specific needs?**

Yes, it helped very much  
It helped some  
No, it didn't help  
I did not participate in the Extended School Services program

**4 How did you use technology in your classes? (Check all that apply)**

Daily lessons (PowerPoint, word processing, etc.)  
Research  
Skill development (typing, reading, mathematics, etc.)  
Project presentation  
Graphing calculators  
Smart boards  
Other  
None of the above

**5 Did you have access to advanced coursework, including Advanced Placement and International Baccalaureate courses?**

Yes, had courses available and took courses  
Yes, had courses available but didn't take courses  
Yes, courses were available but I wasn't allowed to take the courses  
No courses available at our school

**6 Were you encouraged and expected to participate in class discussions in all classes?**

Yes, in all classes  
Yes, in some classes  
No, not in any classes

**7 Did you have opportunities to write in all classes and contribute to an ongoing student portfolio?**

Yes, in all classes  
Yes, in some classes  
No, not in any classes



- 8 Did you work in groups to solve problems in mathematics other than those in the textbook?**
- Yes, often  
Yes, sometimes  
No, never
- 9 Did you use science equipment to do science activities in a laboratory setting?**
- Yes  
Sometimes  
No
- 10a Were end-of-course assessments used as one measure to gauge your readiness for the next level of learning or next course?**
- Yes  
No
- 10b If yes, in which subjects? (Check all that apply)**
- Mathematics  
Language Arts  
Social Studies  
Science  
Practical Living/Vocational  
Arts & Humanities  
None of the above
- 11 Did your school engage you in relevant and challenging coursework?**
- Yes, in all classes  
Yes, in some classes  
No, not in any classes
- 12 Who assisted you most in your career exploration and planning?**
- Counselor  
Teacher  
Parent  
Other





**13 Did your school teach you to analyze problems?**

Yes  
Somewhat  
No, not really

**14 How often did you work with your ILP Individual Learning Plan?**

Once a day  
Once a week  
Once a month  
Once a year

**15 How helpful was the advising program in developing your ILP?**

Very helpful  
Helpful  
Somewhat helpful  
Not helpful

**16a Were your homework assignments directly related to what you have learned in class?**

Yes  
No

**16b If yes, how did they relate to what you learned in class?**

It extended my learning  
It reinforced what we learned in class  
It was review for a test or assessment

**17 What are your plans for after high school? (Check all that apply)**

4 year college  
2 year college  
Community/technical college  
Direct entry into the workforce  
Military service  
Undecided

**18 If you had a personal problem and you needed to talk with someone, was there an individual at your school to whom you could go for help?**



Yes  
Sometimes  
No  
Not sure

## Grade 11 Student Survey

- 1 Do you have an adult mentor or advisor who has worked with you during high school?**
- Yes, same person every year  
Yes, different person every year  
No, someone worked with me one year, but not every year  
No, no adult mentor or advisor worked with me
- 2 Did a mentoring program exist to match older students with younger students with shared interests?**
- Yes  
No
- 3 Was there a recovery system in your school to help you before you fail a course (i.e., you are able to recover units or chunks of learning as opposed to the entire course)?**
- Yes  
I'm not sure  
No
- 4 If you took advantage of the Extended School Services (ESS) program, did it target your specific individual needs?**
- Yes, it helped very much  
It helped some  
No, it didn't help me  
I did not participate in the ESS program
- 5a Did you have access to advanced coursework, including Advanced Placement and International Baccalaureate courses?**
- Yes  
No



**5b If yes, in which subjects? (Check all that apply)**

Mathematics  
Language Arts  
Social Studies  
Science  
Practical Living/Vocational  
Arts & Humanities  
None of the above

**6 Did you have learning experiences designed to relate to problems or situations connected to the world beyond school?**

Yes  
Some  
No

**7 How many books were you required to read in addition to the textbook in your courses?**

0-2 books required  
3-6 books required  
7-10 books required  
10-15 books required  
15+ books required

**8 Did you work in groups to solve problems in mathematics other than those in the textbook?**

Yes, often  
Yes, sometimes  
No, never

**9a Were end-of-course assessments used as one measure to gauge your readiness for the next level of learning or next course?**

Yes  
No

**9b If yes, in which subjects? (Check all that apply)**

Mathematics  
Language Arts



Social Studies  
Science  
Practical Living/Vocational Studies  
Arts & Humanities  
None of the above

**10 Were you given the opportunity to demonstrate your learning with multiple methods, including standardized assessments, student portfolios, and demonstration projects?**

Yes, in all classes  
Yes, in some classes  
No, not in any classes

**11 Did your school offer the classes you need for your educational goals?**

All the classes I needed  
Some of the classes I needed  
No, I took what I had to take even if it didn't meet my goals

**12 Did your school make you curious to learn about other things?**

Yes  
Somewhat  
No

**13 Has your school prepared you to think critically?**

Yes  
Somewhat  
No

**14a Was school was difficult for you this year?**

Yes  
A little  
No

**14b If yes, did you get the help you needed to be successful? (Check all that apply)**

Extended School Services  
Peer tutoring  
Adult mentoring



After school homework help  
Email help from teachers  
Advisor help  
Other  
None of the above

**15 Could you have worked harder on school work in class and out of class than you did this year?**

Yes, much harder  
A little harder  
No, I've worked as hard as I could

**16 How often did you work with your ILP Individual Learning Plan?**

Once a day  
Once a week  
Once a month  
Once a year

**17 What are your plans for after high school? (Check all that apply)**

4 year college  
2 year college  
Community/technical college  
Direct entry into the workforce  
Military service  
Undecided

**18 How many hours per week did you work on schoolwork outside of the classroom?**

0-1 hours  
1-2 hours  
2-5 hours  
5-10 hours  
10+ hours

## Grade 12 Student Survey

**1 Were you encouraged by counselors and teachers to take challenging courses this year?**



Yes

A little

No

**2 Does a formal process exist to assist you in post-secondary planning, including matching your needs with scholarship opportunities and financial aid planning?**

Yes, it helped very much

Yes, it helped some

Yes, but it didn't help me

No, nothing exists to help

**3 Did you have access to advanced coursework, including Advanced Placement and International Baccalaureate courses?**

Yes, had courses available and took courses

Yes, had courses available but didn't take courses

Yes, courses were available but I wasn't allowed to take the courses

No courses available at our school

**4 Did you do computer-assisted research in your classes?**

Yes, in all classes

Yes, in some classes

No, not in any classes

**5 Were you engaged in classes that allowed you choices in what you learned and how you learned it?**

Yes, in all classes

Yes, in some classes

No, not in any classes

**6 Were you permitted the opportunity to redo work to reach mastery in all classes?**

Yes, in all classes

Yes, in some classes

No, not in any classes

**7 Did you write in class and contribute to an ongoing student portfolio?**

Yes, in all classes

Yes, in some classes

No, not in any classes



- 8a** Were end-of-course assessments used as one measure to gauge your readiness for the next level of learning or next course?
- Yes  
No
- 8b** If yes, in which subjects? (Check all that apply)
- Mathematics  
Language Arts  
Social Studies  
Science  
Practical Living/Vocational Studies  
Arts & Humanities  
None of the above
- 9** Were you given the opportunity to demonstrate your learning with multiple methods, including standardized assessments, student portfolios, and demonstration projects?
- Yes, in all classes  
Yes, in some classes  
No, not in any classes
- 10** Did your school offer the classes you needed to meet your educational goals?
- Yes  
Some  
No
- 11** What are your plans past high school? (Check all that apply)
- 4 year college  
2 year college  
Community/technical college  
Direct entry into the workforce  
Military service  
Undecided
- 12** Do you feel you are prepared to go on to post-secondary education?



Yes, I'm ready to go  
Somewhat ready  
Not ready at all  
I am not pursuing post-secondary education

**13 How often did you work with your ILP Individual Learning Plan?**

Once a day  
Once a week  
Once a month  
Once a year

**14 How helpful was the advising program in developing your ILP?**

Very helpful  
Helpful  
Somewhat helpful  
Not helpful

**15 Has your school taught you to analyze problems?**

Yes  
Somewhat  
No, not really

**16 Has your school prepared you for a skill or trade, if you are not pursuing a college education?**

Yes, I'm ready to go  
Somewhat ready  
Not ready at all  
I am pursuing a college education

**17a Did you receive prompt and appropriate response to your homework or class work enabling it to contribute to your learning experience?**

Yes  
No

**17b If yes, how quickly?**

Same day  
Next day  
2-5 days





Next week

Longer

- 18 If you had a personal problem that you needed to talk with someone about, was there someone at your school who knew you and you felt would listen to you?**

Yes

Sometimes

No

Not sure